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# PARENT HANDBOOK

AND

# POLICY GUIDE

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## **PARENT HANDBOOK**

### **MISSION STATEMENT for PLAINS RD CHILD CARE**

Plains Rd Child Care (hereinafter may be referred to as "the Centre" or "PRCC") is committed to providing quality early learning and care programs, that will promote optimal development and provide experiences and opportunities that will support to the children in our care and their families.

### **PHILOSOPHY for PLAINS RD CHILD CARE**

PRCC is a not-for-profit charitable organization, and is run by a volunteer, parent Board of Directors, committed to promoting a supportive and family oriented environment in which the program is an extension of both the home and community. We believe that learning is an integral part of every day in a child's life. Therefore, the partnership between the child care, home, school and the community is essential in order to promote optimal development and to meet the needs of the whole child.

The play-based program focus at PRCC recognizes and values each child's individual and unique pattern of interests, capabilities and aspirations. Our anti-bias and inclusive programs support and promote diversity and equity to respect each child's abilities, sense of autonomy, self identity, and self-esteem, and further promotes self-respect as well as respect for others. These qualities are nurtured in a healthy, safe and inclusive environment that will foster each child's ability to achieve their optimal physical, social, emotional, and intellectual development. The environment at PRCC is one that strives to promote self-confidence and a sense of security so each child may excel and explore their surroundings at their own individual pace and developmental level in order to maximize his/her full potential. The age appropriate activities and programs created and implemented by our trained and experienced educators and are also designed to meet the changing needs of the individual child, by encouraging the child to learn through their interactions within a stimulating environment. We strive to promote and respect multiculturalism and diversity of individuals and families and to ensure that these are reflected and embedded in the day-to-day culture of the Centre.

Parental involvement and partnership is recognized to be key to the success of all aspects of our programs and services at PRCC. We ensure that parents are significant constituents in the development and delivery aspects of the services offered at our Centre. Parents are welcome and encouraged to attend monthly Board of Directors meetings, social events as well as making crucial contributions to program planning and implementation. Most importantly, parents are the most valuable source of information and sharing in respect to the children we serve.

### **PROGRAM STATEMENT for PLAINS RD CHILD CARE**

Plains Rd Child Care offers a learning environment and programs that are consistent with the Ministry of Education (MoEd) policies, pedagogy, and curriculum guidelines as outlined in the following MoEd documents:

- How Does Learning Happen? Ontario's Pedagogy for the Early Years

- Ontario Early Years Framework
- Ontario Early Learning Framework
- Think Feel Act: Lessons from Research About Young Children
- Early Learning for Every Child Today (ELECT)

Also aligned with Ontario's Pedagogy for the Early Years document, "How Does Learning Happen", the children at PRCC are viewed as **competent, capable of complex thinking, curious, and rich in potential**. Learning and development happen within the context of relationships among children, families, educators and their environments and are organized around the foundations of **belonging, well-being, engagement and expression**. In order for children to be able to develop, grow and flourish to their optimal and full potential, our goals for the children include that each and every child:

- has a sense of **belonging** and connectedness to others and are valued and able to contribute to all aspects of their world, including within individual or group relationships, the community and the natural world;
- is developing a sense of self, physical and mental health and **well-being**, incorporating capacities such as self-care, sense of self, and self regulation skills;
- is active and fully **engaged** learners who are able and encouraged to explore the world around them with their natural curiosity and exuberance, to promote development of skills such as problem solving, and creative and innovative thinking; and
- is provided with opportunities that support and foster the many ways in which each child may **express** themselves and communicate (to be heard as well as to listen), and the many 'voices' with which they may choose to articulate their ideas, and the variety of 'languages' they may use to communicate will be encouraged, fostered, and supported.

In the Ministry of Education's, "How Does Learning Happen" document, early years curriculum is defined as the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child (pg.15). The **EMERGENT curriculum model** incorporated at PRCC supports this ideology and approach to ensure the content of learning is focused on supporting the development of strategies, dispositions, and skills for life-long learning through play and inquiry. The philosophy around emergent curriculum follows the Centre's play-based approach and requires the collaborative work of children, teachers and parents. Emergent curriculum supports children to construct and direct their own learning process. The teachers at PRCC observe children as they interact in the environment, with each other, and with their teacher's throughout the day. These observations are documented, which may include recording conversations, taking photographs, or taking notes of interactions and experiences as they occur. The documented observations will help to identify children's interests and developmental progress, which will guide the teachers to plan future activities. These documented observations are shared with all teachers in the program and guide the ongoing planning of activities throughout each day. As such, the curriculum at PRCC is driven by the children, supported by the adults, and focuses on play based learning which allows children to take the lead and initiative in the program and focus on their own interests through the intentional observation, interactions and engagement with the children and adults in the environment. An essential component of the planning process is also parental input and suggestions to ensure that our programs reflect not only observations made at the Centre, but are also an accurate reflection of the children's family, beliefs, culture, language



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and community experiences as well to ensure that we are able to provide inclusive programming for all children.

The **ELECT document (Early Learning for Every Child Today)** is a guide used to support curriculum and pedagogy in Ontario's early childhood settings, which includes child care centre's, kindergarten classrooms, and other family support programs and early intervention services. The ELECT document provides a resource to the educators and outlines a continuum of development to understand the sequence of development for children in each of the age groups. It features a continuum of developmental skills and a shared language that will support early childhood practitioners and caregivers as they work together across early childhood settings. The ELECT document is used by the educators at PRCC to support the emergent curriculum and planning process to ensure that the children's development and interests are incorporated and clearly identified in the planning process. Children's individual development is monitored through the use of the *Nipissing District Developmental Screen*. The **Nipissing District Developmental Screen** is a developmental screening tool designed to be completed by a parent and/or caregiver, and provides a snapshot of a child's development in the following developmental areas: vision, hearing, emotional, fine motor, gross motor, social, self-help, communication, and learning and thinking. The screens coincide with key developmental stages from one month up to age six years.

It is our goal at PRCC to provide a nurturing learning environment in which **children** are viewed as competent, capable, curious and rich in potential and where each child's optimal development is fostered and supported. **Families** are valued and engaged, and recognized as the experts who know their children better than anyone else and have important information to share. **Educators** are knowledgeable, reflective, resourceful and rich in experience and the experiences and environments they create for children are valued. The goals and expectations for the program and educators at PRCC is to provide the best experiences and outcomes for children, families, and educators which includes an environment and program that :

- cultivates authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them;
- will nurture children's healthy development and support their growing sense of self;
- provides an environment and experiences to engage children in active, creative and meaningful exploration, play and inquiry; and
- will foster communication and expression in all forms.

On a daily basis, children are offered a rich variety of learning experiences and activities including:

- language, literacy, numeracy
- nature, science and technology
- construction, blocks and design
- drama, music and movement
- creative and sensory
- cognitive and manipulative

As well as:

- opportunities for physical activity and active outdoor play
- opportunities for rest, quiet and individual play
- social experiences in large and small groups



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Consistent with the Minister's policy statement, PRCC incorporates the following goals and approaches in order to meet each of the following requirements outlined in CCEYA (Child Care Early Years Act), as follows:

**a) Goal: promote the health, safety, nutrition of the children.**

**Health and Safety:**

- ✓ Keeping children safe and healthy is a priority for the staff at PRCC
- ✓ All materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff.
- ✓ Health and safety resources on topics that are relevant to the children and families at the centre are provided
- ✓ Compliance with Toronto Public Health procedures are practiced in regards to: toy and equipment washing, hand hygiene, hand washing, diapering, and toileting, which are supported in the centre's *Health and Wellness, and Sanitary Policy and Procedures*.
- ✓ The most recent TPH information and instruction posters are posted throughout the centre and reviewed with staff, students and volunteers regularly to ensure ongoing compliance.
- ✓ Cribs, cots and bedding, toys and equipment are cleaned, sanitized and hygienically maintained as per requirements (daily or weekly or as needed).
- ✓ Educators are aware of the number, names and location of children that are in care. Attendance records are accurately maintained throughout the day, to record all arrival and departure times, as well as written verification after all staff and child transitions.
- ✓ Daily health checks are performed and documented on each child each day at arrival to ensure the health and well being of each child at the time of arrival.
- ✓ Ratios requirements are met and at times exceeded at times throughout the day, each day.

**Nutrition:**

- ✓ All food served at PRCC is provided by a leading catering company known for their child-friendly, healthy, and nutritious menus, food and snack items. Four week seasonal menus are designed by qualified nutritionists and registered dieticians that meet or exceed the guidelines set out in the Child Care Early Years Act, as well as the recommendations set out in the Health Canada documents "Eating Well with Canada's Food Guide", and "Canada's Food Guide to Healthy Eating Guidelines", as well as City of Toronto Assessment for Quality Improvement Requirements.
- ✓ The menu selections offered provide variety as well as reflect the cultural diversity and preferences of the families and children enrolled in the Centre. Children are provided with nutritious hot lunches, as well as morning and (2) afternoon snacks with beverages/water. Menus and/or changes are posted on the *Menu Board* outside the kitchen. Meals and snacks are healthy and nutritional, and each meal includes at least four food groups, and snacks at least 2 (typically 3) food groups.
- ✓ PRCC is a nut-free environment as is the catering company. Children's food restrictions and/or allergy lists are posted in each classroom and play areas the children may occupy, the office, kitchen, and all food serving areas, and are updated annually (anaphylactic allergies and plans in particular). Allergies, religious and dietary restrictions are accommodated through the catering company, and allergy-free meals are prepared in a separate area by a Red Seal Chef.
- ✓ To ensure good nutrition and safe food preparation, we will meet and/or exceed expectations established for: meal and menu planning, menu and/or snack adaptations,

food substitutions, food handling and preparation, and health and safety of kitchen and/or food preparation areas.

- ✓ In order to meet children's individual needs, special dietary and feeding arrangements are provided by parents at enrollment and any time a change may occur.
- ✓ Meal times support a 'family style' setting where staff will sit with the children and provide opportunities for children to: develop a positive attitude toward a variety of foods; serve themselves to enhance self help skills; develop and enhance socialization skills, self-regulation, and language skills. Children and educators sit together during meal and snack times, which are always positive learning experiences that promote social interactions and self-help skills. The educators will encourage children to have a healthy understanding and respect for food and eating. This time is used to engage and develop relationships with all of the children.
- ✓ Age and developmentally appropriate utensils, dishes and furnishings are provided to enable safe, and successful eating times.

**b) Goal: support positive and responsive interactions among children, parents, child care providers and staff.**

- ✓ Consistent with research, theory and practice, we recognize and strive to achieve high-quality early learning programs by establishing positive, responsive relationships with children and their families.
- ✓ Educators are available, sensitive, responsive and caring to the children and families, in order to foster trusting and open relationships, to ensure effective communication to best meet the needs of the children and their families.
- ✓ Children and parents are valued as individuals and as active contributors with their own interests and points of view and families are engaged to support the children within the context of their family and community and bring with them their diverse social, cultural and linguistic approaches that may be incorporated into our programs and services.
- ✓ The environment is one that is inclusive, respectful, and positive in order to foster positive, equitable and collaborative relationships.
- ✓ Parents and educators are encouraged to communicate daily to share observations, interactions, documentation and/or reflections.
- ✓ Individual portfolios are maintained, updated monthly and accessible and available to parents at all times.
- ✓ Monthly newsletters are distributed to share information regarding program planning and activities.
- ✓ Educators foster a friendly, welcoming, environment, with an 'open door' policy to encourage and welcome parents to engage in the program with their children.
- ✓ All parents attend a registration orientation to review the Centre policies, procedures, practices and explore opportunities for involvement.

**c) Goal: encourage the children to interact and communicate in a positive way and support their ability to self-regulate.**

- ✓ Our educators promote a positive and supportive approach in all interactions with the children, their peers and/or other adults (such as parents or visitors) in the room in order to role-model appropriate social skills throughout the day to support the children's learning and growth. "When educators believe that all children have the right to participate and when they

use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36).

- ✓ Our educators follow the cues of children and provide interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35).
- ✓ Educators will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment.
- ✓ Children engage in small group transitions and experiences in order to support self help skills around self-dressing and preparing for outdoors or their transition from outdoors to indoors, walking independently and/or with partners, all which enhance self-regulation.
- ✓ Interactions with children fosters self-esteem. Children are supported and encouraged as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25).
- ✓ Educators model appropriate and positive strategies, communication, behaviour, praise, encouragement, and reinforcement to celebrate desired outcomes.
- ✓ Daily schedules provide both the consistency and flexibility required to promote a learning environment to meet the changing needs and moods of each child each day.
- ✓ Educators engage with children in their play and exploration to demonstrate, model and reinforce: social skills, problem solving, understanding cause and effect relationships with each other and in the environment.
- ✓ The staff are monitored regularly to ensure guidance strategies meet expectations around best practices, incorporate recommended strategies into their day to day guidance routines, and foster children's self regulation throughout each day.

d) **Goal: foster the children's exploration, play and inquiry.**

- ✓ Supportive relationships and quality learning experiences support children's learning, development, health and well being. We believe that children succeed in programs that focus on active learning through exploration, play and inquiry, where they and their families are valued as active participants and contributors.
- ✓ Children are viewed as competent, capable, and curious and are supported in a learning environment that will build on their strengths and abilities.
- ✓ Play equipment, furnishings, and learning environments are developmentally-appropriate and safe for children that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences.
- ✓ Play areas and room designs will promote exploration and inquiry. Play materials will foster opportunities for complex thinking and creativity.
- ✓ The emergent curriculum approach supports children to construct and direct their own learning process that is supported by the adults, and focuses on play based learning which

allows children to take the lead and initiative in the program and focus on their own interests through the intentional observation, interactions and engagement with the children and adults in the environment.

- ✓ Documented observations of children's interaction in the environment, with each other and with the educators and parents will help to identify children's interests and developmental progress, which will guide the teachers to plan future activities.
- ✓ Programs and schedules are flexible and offer a variety of activities and experiences to accommodate individual learning styles, development, age, and preferences.

e) **Goal: provide child-initiated and adult supported experiences.**

- ✓ Children are encouraged to be fully engaged in the program, to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them.
- ✓ Planned and/or documented experiences reflect the children's development, interests and skills. Children are active learners and are participants in program development.
- ✓ Educator's use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment.
- ✓ A weekly program plan is posted to demonstrate an intentional plan for learning experiences that children will be exposed to, that promotes the on-going learning opportunities and developmental growth for all children enrolled in the program.
- ✓ Daily plans and experiences provide opportunity for independent exploration through different mediums.
- ✓ The daily schedule reflects the children's development and needs and allows for the time to complete/extend the creative process.
- ✓ Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation.
- ✓ Children are provided and will engage in a variety of experiences each day including: nature, science and technology; construction, blocks and design; opportunities for physical activity and active outdoor play; drama, music and movement; creative and sensory; cognitive and manipulative; opportunities for rest, quiet and individual play; and, social experiences in large and small groups.

f) **Goal: plan for and create positive learning environments and experiences in which each child's learning and development will be supported.**

- ✓ Our educator's "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", through interactions with the children on a daily basis (HDLH, pg 35).
- ✓ Educators practice developmentally appropriate and individualized strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41).
- ✓ Educators balance verbal/non-verbal interactions with children and further support them to provide experiences and opportunities to assist in extending the learning with all children.

- ✓ Children are supported and encouraged to play and educators will role model positive social interactions with the children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41).
  - ✓ Pedagogical documentation is used as a means to: value children's experiences and include their perspectives in the planning process; make children's learning and understanding of the world around them visible to the children; be a process for educators, parents and children to co-plan and better understand the planning process; and, as a means to communicate and share ideas and perspectives.
  - ✓ Documentation strategies include: individual program plans, individual portfolios, webs to document observations and goals, use of Nippissing and Ages and Stages developmental screens, and speech and language screening.
  - ✓ Daily schedules and routines are prepared and posted which allows for consistency, promotes self-regulation, and minimizes negative behaviors which ultimately promotes and supports the general well-being of all children.
  - ✓ A visual environment is created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being.
  - ✓ Educators will expose children to various materials and accessories to promote natural opportunities for the development.
  - ✓ Our educators create engaging environments and experiences to foster children's learning and development.
- g) **Goal: incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day and give consideration to the individual needs of the children receiving care.**
- ✓ We promote daily active physical play and learning experiences for children for a minimum of 2 hours each day (one hour in the morning and one hour in the afternoon). "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30).
  - ✓ We ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through active play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls, bikes/wheeled toys, and outdoor/gross motor equipment is in good condition and accessible to children.
  - ✓ Daily sleep and/or rest periods are provided to each child who attends the child care.
  - ✓ Parents are engaged for guidance in sleep routines and preferences as appropriate.
  - ✓ Upon enrollment parents are consulted in respect to their child's sleeping arrangements/preferences and then at any other appropriate time, such as transitions between programs or rooms or upon parent's requests.
  - ✓ Sleep preferences are documented on the registration forms upon enrolment and then changes can be provided to staff and will be kept in each child's individual portfolio moving forward.
  - ✓ Staff review and are knowledgeable about each child's Sleep Preference Form. Staff support each child in establishing a rest routine.

- ✓ Sleeping children are regularly monitored and observations or changes to sleep patterns are documented and communicated regularly with parents.
  - ✓ Recognizing that all children have unique needs, we are committed to working in partnership with parents (as well as health care professionals) to meet the developmental and educational needs of all children within our centre, including children with special needs. We endeavour to accept and serve all children regardless of the level or type of abilities and/or disabilities, and to provide all reasonable modifications so that all children can participate in the programs and services.
  - ✓ Individual Support plans will be developed in order to promote an inclusive program for all children and in order to support the child while in care. PRCC will accommodate individualized plans of each child with special needs which may include medical, physical, developmental needs or supports that a child may require while in care.
- h) **Goal: foster the engagement of and ongoing communication with parents about the program and their children.**
- ✓ Educators will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Educators will share with, and encourage families to be active participants in their child's care environment.
  - ✓ Our educators are reflective practitioners who are committed to learn about each child using various strategies. They listen, observe, document, and discuss with others, the families in particular, to understand each child as a unique individual and to better understand how the child makes meaning through their interactions and experiences with others and in the world around them.
  - ✓ Our educators will reflect and consider their own practices and approaches and the impacts they have on children, families, and others.
  - ✓ Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being.
  - ✓ Educators and parents operate as a team in order to foster connections between home and the Centre.
  - ✓ Enrolment packages include opportunities for parents input and to share information about their family and child in regards to health, culture, preferences and schedules, to name a few.
  - ✓ Parents and educators communicate on a daily basis about children's activities, health, observations and any changes to regular routines or demeanor.
  - ✓ Parents and educators may communicate, and share information and observations in the children's portfolio are which are accessible and available at all times.
  - ✓ Special events are planned at least annually to invite families into the centre (which may include activities such as: Fun Fair, Annual General and/or board meetings, various celebrations, concerts/performances, open houses, parent workshops, etc.).
  - ✓ Displays and photographs of the children will reflect both home/families and child care/programs.
  - ✓ Children's individual and group observations, interests, preferences, developmental screens, goals and strategies are posted and documented in individual portfolios.

- i) **Goal: involve local community partners and allow those partners to support the children, their families and staff.**
- ✓ Collaboration with local community partners is regular and ongoing. “Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things” (HDLH p19.).
  - ✓ Monthly enhancement programs are implemented in each program.
  - ✓ Special and enhanced programming occurs each summer, Christmas and March breaks to include onsite programs, community visitors and processions, as well as offsite excursions in the community (for older children).
  - ✓ PRCC works closely and in partnership with community agencies and professionals in order to support the children and families in our program in any way possible. The community is viewed as a resource to our educators to learn and grow from shared experiences and areas of expertise.
  - ✓ All staff at PRCC are encouraged to become involved and explore opportunities in the community that will support their own professional growth, which may include such opportunities as: advocacy, networking opportunities, becoming members of community planning tables, attending/participating in conferences, workshops etc.
- j) **Goal: support staff, or others who interact with the children at a child care centre in relation to continuous professional learning;**
- ✓ Educators are recognized and supported to be knowledgeable, caring, reflective and resourceful individuals who also bring diverse social, cultural and linguistic perspectives.
  - ✓ Educators are encouraged to be life-long learners, to take responsibility for their own learning, to make decisions about ways to integrate knowledge from theory, research and their own experiences, and their understanding of children and families that they work with.
  - ✓ Educators are supported to engage in critical reflection and collaborate with others on an ongoing basis through daily program periods, weekly team meetings, and monthly staff meetings to support continuous learning and professional growth.
  - ✓ Our educators are required to participate and engage in continuous growth and professional learning opportunities (minimum 2 per year), and to share information with the entire staff team at monthly meetings.
  - ✓ Resources are provided to educators via postings, email lists, and/or sharing in team/staff meetings for opportunities or information that may be relevant and supportive of their ongoing professional learning.
  - ✓ Budgets are established to support professional development for each staff and the professional development aligns with the program statement needs.
  - ✓ All program staff are required to have current Standard First Aid/CPR-C certification, and renew prior to expiry date, as a condition of ongoing employment.
  - ✓ All registered early childhood educators must maintain their registration and be in good standing with the *College of Early Childhood Educators*, and as such meet the requirements of the College around *Code of Ethics and Standards of Practice*, *Continuous Professional Learning* program requirements, *Duty to Report* requirements, and any other requirements of the College.

**k) Goal: document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.**

- ✓ Our practices, goals and approaches are monitored and evaluated ongoing at monthly staff and board meetings to identify areas we are meeting and/or need to improve our performance. Parent input is sought out monthly and input is requested to respond to any suggestions, recommendations or comments. Any recommendations are discussed and will be considered in the annual review of our Program Statement and changes or enhancements will be incorporated as deemed appropriate.
- ✓ Documentation will capture various aspects of our practice and is a form of reinforcement of the learning process for educators, family and children. Evidence of our practice will be captured in various forms of our documentation (documenting play, determining children's interests, planning activities, team/staff/management/board meetings to name a few).
- ✓ As educators who deliver high-quality early years programs, our commitment to continuous improvement will be achieved by management policies and practices that embrace the program statement.
- ✓ All new staff on hiring, and all existing staff (annually) will acknowledge and review:
  - This program statement document
  - All relevant and attached guidelines, as well as relevant policies and procedures and/or changes as they may occur.
- ✓ Parent input is sought on a monthly basis, but welcomed any time (formal and/or informal) to seek feedback which may improve our programs and services, and to ensure that we are meeting the family's needs.
- ✓ The annual AQI (Assessment for Quality Improvement) and licensing reviews and recommendations will be considered for each *Plan of Action* that will be conducted annually for our programs and services.
- ✓ Monthly staff meetings include agenda item to discuss performance against the program statement and plan for improvement for next month.
- ✓ Monthly management/board meetings include agenda item to discuss performance against the program statement and plan for improvement for next period. Performance outcomes and goals will be reviewed with the Board/Management and documented to incorporate their feedback.
- ✓ The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document.

**PROGRAM STATEMENT IMPLEMENTATION POLICY**

**Including: Acceptable Behaviour Guidance Strategies & Contravention Procedures**

The Child Care Early Years Act (CCEYA) requires that licensed child care centres prescribe standards and expectations around best and prohibited practices in regards to behaviour management and child guidance practices and strategies. These are outlined in the Centre's *Mission, Philosophy and Program Statement* (outlined above). This *Program Statement Implementation Policy* (outlined below) requires that all employees, volunteers, students and/or any other individual(s) who provide care or guidance to the children at PRCC must implement the approaches specified in the *Program Statement* in their day to day to day work. The *Program Statement Implementation Policy* also outlines acceptable behaviour guidance strategies,

prohibited practices and measures that will be used to deal with contraventions of the policies and procedures and/or in the commission of a prohibited practice. The *Mission and Philosophy Statements*, as well as the *Program Statement* and this *Program Statement Implementation Policy* must be reviewed by each employee, volunteer, student, and/or supply staff prior to working directly with the children to provide care and guidance to the children at the Centre, and at least annually thereafter. Records of the reviews will be kept on file with the date of the review, as well as the employee and witness signature. Standards of acceptable and unacceptable approaches and guidance strategies and behaviours are outlined below.

At PRCC, we are committed providing a nurturing and inclusive learning environment in which **all children are viewed as competent, capable, curious and rich in potential**, and where each child's optimal development is fostered and supported. Our educators (includes all employees, students, and volunteers) will guide children in such a way that they are able to grow and develop to their fullest potential in a safe, caring, inclusive, stimulating and nurturing environment. The children shall be guided in such a way that the child's rights are respected and the child's self esteem is enhanced, and the focus is always on children first and foremost through all elements of the program and interactions. Embedded in this policy and expectations for educators to implement in programs and in all interactions with children is the belief that:

GOALS	EXPECTATIONS of EMPLOYEES, STUDENTS & VOLUNTEERS
Every child has a sense of belonging when they are connected to others and contribute to their world.	Authentic, caring relationships and connections are created and a sense of belonging amongst and between children, adults, and the world around them is fostered, at all times.
Every child is developing a sense of self, health, and well-being.	Children's healthy development will be nurtured and their growing sense of self with be supported, at all times.
Every child is an active and engaged learner who explores the world with body, mind and senses.	Environments and experiences that engage children in active, creative, and meaningful exploration, play and inquiry will be provided, at all times.
Every child is a capable communicator who expresses themselves in many ways.	Communication and expression in all forms will be encouraged, fostered and supported, at all times.

This policy is based on providing positive direction and guidance to the children, and offers a framework that children can rely upon to meet the challenges they encounter throughout the day. To ensure “best practices” are enforced, the following key principles have been established and are the premise of our behaviour management and child guidance practices. We are committed to:

- Recognize and accept each child's individuality, developmental ability, preference and circumstance;
- Establish feelings of trust, honesty and security;
- Enhance feelings of mutual respect, acceptance, and caring amongst children and adults;
- Encourage, model and support positive social interactions;
- Allow children to select, plan and organize their own activities as much as possible; and
- Minimize environmental risk factors.



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### **STAFF RESPONSIBILITIES AND ACCEPTABLE CHILD GUIDANCE PRACTICES:**

- Ensure that the children feel valued and safe in the environment.
- Establish a positive and trusting relationship with the children to encourage positive and desirable behaviours.
- Establish reasonable and appropriate expectations of the children, and ensure that the expectations are clearly communicated to the children. Verbal and non-verbal cues must be consistent and positive;
- Reinforce and recognize appropriate behaviours.
- Ensure consistency of expectations and consequences.
- Encourage children to develop self-discipline and to gain independence – guide the children through appropriate conflict resolution practices.
- Encourage the children to have input in establishing limits, rules, expectations and consequences to behaviour.
- Ensure appropriate supervision of the children. Act as a resource to guide and redirect the children (i.e. proactive rather than reactive approach).
- Ensure ongoing communication with children, staff and parents.
- Plan a daily routine with limited transition and waiting periods.
- Provide a variety of developmentally appropriate and challenging activities to address the needs of each child and to correspond with each child's developmental goals and interests.
- Ensure that the environment is safe, comfortable and conducive to positive learning and social experiences that promote appropriate behaviour.
- Demonstrate respect towards each child and consider the child's individual needs in each situation. Try to understand the child and reasons for the child's behaviour.

### **RECOMMENDED COMMUNICATION STRATEGIES:**

- Communicate using positive language and an appropriate tone of voice. Speak clearly and slowly.
- Express own feelings openly and honestly.
- Be warm, loving, and caring towards the child at all times.
- Be patient and calm when responding to a child's behaviour.
- Listen to the child.
- Gain the child's attention by gently touching the child (i.e. on their arm or back).
- Ensure eye-to-eye contact when talking with the child.
- Give as few directions at one time as possible – break tasks down for the child.
- Model appropriate behaviour/expectations.
- Avoid motivating a child by comparing one child to another (to avoid fostering a competitive environment).
- When redirecting a child suggest activities that are related to her/his own interest or purpose.
- When frustrated with a situation, call on another staff member for help.

### **CORRECTIVE MEASURES:**

- Use the problem solving techniques of logical consequences and peacemaking to encourage the children to discuss what has happened, how s/he feels about the incident,

and to assist the child to consider appropriate ways of communicating and addressing a situation.

- Redirect, provide choices, and engage in play with the child in order for him/her to be supported to interact in a more constructive manner and preferably before a conflict arises.
- Talk to the child. Explain what the expectations are of his/her behaviour. Give more than one choice when possible. Ensure the choices given to the child are realistic, acceptable, situation related, and clearly understood by the child to promote the child's independence and problem solving skills.
- Testing is a natural part of a child's life. Children will test their environment, peers and teachers in an attempt to discover the limitations set by each. A child's curiosity will often cause her or him to push the set limitations. When this type of testing occurs, attempt to re-direct the child's activities.
- If a child is angry or upset and not prepared to communicate in an acceptable manner, then it may be necessary to redirect him/her from a particular situation, until they have calmed down and are able to talk about the incident.
- If a child is being physically abusive towards other children, staff member, or themselves, then it may be necessary to remove the other child from the situation until such a time that they have calmed down and are able to re-enter the group situation. Time outs are not permitted unless a child's safety or the safety of others are at risk and can only be used for such a time that it takes for the staff to gain control over the situation and to ensure that everyone's safety is established. If a situation requires that these tactics (removal of a child or time out, etc.) are implemented, then an *Incident Report* must be completed by the staff, and signed by the Director, and the parent(s) of the child involved.

NOTE: Use of physical guidance (or restraint) as a method to defuse and / or de-escalate a volatile (or any) situation is not an acceptable means of managing children's behaviour (see *Intervention Strategies* below).

## **BEHAVIOUR GUIDANCE STRATEGIES – THE PROACTIVE APPROACH**

- Try to ignore or avoid drawing unnecessary attention to a situation or undesirable behaviour, to prevent reinforcing the negative / undesirable behaviour.
- Use signals or cues to attempt to cease undesirable behaviour from occurring.
- Move closer to or stand near someone who is beginning to disrupt.
- Get involved in a group that is having difficulties, in a friendly and positive manner.
- Give encouragement or affection when someone is frustrated and experiencing difficulty.
- Use humour (age appropriate) to take the edge off an unhappy situation.
- Model appropriate behaviour and give attention to someone who is performing as expected.
- Assign seating arrangements to assist a child who may have difficulty in a particular situation, by placing him/her between friends who will help them. This is known as "Hurdle Help".
- Restructure activities if individuals or groups are encountering failure.
- Establish clear and reasonable physical limits and boundaries – avoid wide open spaces. For example, a wide-open field may be too large an area in which to appropriately supervise and control a large group.

- When redirecting a child, clearly describe how s/he needs to behave, and the positive consequences of that desirable behaviour, rather than the negative consequences if they do not comply.
- Ensure the program and activities are age appropriate.
- State expectations and limits clearly. Engage children in a discussion to review expectations prior to the activity or event – explain reasons for rule (i.e. safety issues, etc.).
- If a child is having difficulty performing a task, break it down into smaller steps in order to provide more opportunity for successful outcomes.

### **PROHIBITED PRACTICES**

#### **PROHIBITED PRACTICES ARE NOT PERMITTED (UNDER ANY CIRCUMSTANCES)**

PRCC has a 'zero tolerance' and will not permit any of the following prohibited practices' as set out in the CCEYA with respect to a child receiving care at the Centre:

Corporal punishment of a child:

- (a) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (b) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (c) 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;
- (d) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (e) Inflicting any bodily harm on children including making children eat or drink against their will.

Any incidences involving any prohibited practice are considered abusive and will be reported to the appropriate Child Welfare authority.

### **SERIOUS BEHAVIOUR CONCERNS / INTERVENTION STRATEGIES**

If a child exhibits serious behaviours that prohibit the child or others from participating in the program in a meaningful way, the teachers will work with the parents to devise a behaviour management plan. The plan must identify specific behaviours, and establish specific and clear goals. The plan must also list behaviour guidance strategies to be enforced to promote the desired behaviour change. The behaviour plan must be signed and dated by the parent(s), staff, and Director, and reviewed regularly to ensure ongoing communication and that goals are being met.

### **GUIDELINES FOR DE-ESCALATING VOLATILE SITUATIONS**

Using *physical guidance* as a method to defuse and / or de-escalate a volatile (or any) situation is not an acceptable means of managing a child's behaviour. If an incident occurs where staff responds to a crisis situation (i.e. where a child is endangering themselves or others) using physical guidance, then the following steps must be taken:

- Two (2) staff members must be present in the same room as the child – one staff will deal with the incident and the other as an observer / relief.
- If possible all other children will be removed from the situation.
- Once the child has de-escalated from the situation s/he will be supported to re-enter the program, and will be supervised by a staff member until s/he has settled into an activity or task.
- An Incident Report will be completed, signed and dated by the staff, the Director and the parent/s of the child involved.
- The staff and Director will meet with the child's parent(s) to discuss the incident and determine strategies to be utilized in the future, should the child encounter a similar situation. This may include calling in a resource or a consultant for agency support to address the situation. The parent(s) will be required to sign off on both the Incident Report and the agreed upon strategies.
- If the incident is a Serious Occurrence then it must be reported by the Director (or staff in the Director's absence) on the CCLS s per Serious Occurrence Policy and Procedures.
- If the child alleges that they were injured as a result of the incident, then the Centre must comply with the *Child Abuse Policy and Procedures* and *Serious Occurrence Policy and Procedures* to report the incident.
- The Centre is committed to working with the children and families to ensure continuation of the child's placement in the centre. However, if the child's behaviour(s) continue, and it is determined that the child's needs exceeds the Centre's ability to provide services required to meet the child's and/or family's needs, then the parents will be advised that the child will need to be removed from the Centre. In this instance and if possible, the Director and any resource/consultant staff that may be involved will support the family to find alternate care arrangements. The Board of Director's and the Children's Services consultant from the City will be notified of and prior to final notice being given to the families.

## **MONITORING OF PROGRAM STATEMENT APPROACHES & BEHAVIOUR GUIDANCE PRACTICES**

All employees, students, volunteers, and other individuals who provide care or service to the children at the Centre are required to follow and abide by the approaches outlined in the Program Statement as well as the Behaviour Management / Child Guidance Policy and Procedures as outlined above. These policies will be reviewed with each individual prior to employment or such a time where they will be in direct contact with the children at the Centre, and at least annually thereafter. A written record of each review will be signed and dated, to confirm understanding of and compliance with the policy, and to verify that they are not aware of any contravention of the policy. This record will be retained for at least three (3) years after it is signed and will be presented upon request, at the licensing review. A review of the staff's behaviour management practices will be included in the annual performance review.

The Director and management team will observe and monitor the behaviour management practices of all staff, students, volunteers, etc., on a daily basis to ensure compliance with the Centre's policy. Any incidences of infraction of the behaviour management policy and practices, that may be witnessed by any individual (staff, student, volunteer, or any other individual) must be reported immediately (within 24 hours) to the Director. If the infraction or incident involves the Director, then



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the incident must be reported immediately (within 24 hours) to the Personnel Committee Chairperson (Board of Directors) or to the President or as applicable.

Incidences of contraventions of the Centre policies and/or program statement approaches will be documented and kept in the individual's personnel file. The incident will be dealt with according to the Contravention Policy (below). Incidences must be reported within 24 hours, and must be accompanied by a written report. It is an infraction of the policy for any employee who witnesses an infraction to not report the incident to the Director.

### **SERIOUS BEHAVIOUR CONCERNS / INTERVENTION STRATEGIES BEST PRACTICES – NEXT STEPS TO BEHAVIOUR GUIDANCE**

At PRCC the staff is committed to taking a proactive approach to address behaviour management and child guidance practices. The environment is created to promote positive social interactions, respect for one another, and problem solving skills. If a child is having difficulty, then the staff will talk to the child and support the child to problem solve through the issue on their own. Alternately, the child may be redirected to another activity that will promote a more positive outcome. If necessary, the child may need to be removed from the situation. In these instances, the child would be encouraged to find a quiet activity to help calm the child and to facilitate a more successful outcome.

In more extreme situations, the Centre has the right to suspend and/or withdraw a child from the program. This may be required if the child's needs exceed the ability of the Centre and staff to accommodate them in the program and group setting; if other children and/or staff safety is threatened; or, if the parents/guardians are not willing or able to comply with the requests made of the Centre in order to accommodate the needs of the child. Prior to suspension or withdraw from the Centre, every measure will be taken by the Centre to work with the families, and to develop a plan of action that will assist us in accommodating the child and family's needs. If notice of withdrawal is given, the Director and any resource or program consultant staff that may be involved will support the family to find alternate care arrangements. The Director is also required to advise the Board of Directors, the City of Toronto Children's Services consultant as well as the centre's Program Advisor from the Ministry of Education Early Learning Division, of the pending situation. All of whom who may also provide support to the family.

*Plains Rd Child Care Inc. reserves the right to withdraw child care services at any time and even without notice if parents or children are not following the Centre's Policies and Procedures (particularly the Code of Conduct, Conflict of Interest, Anti Racism, Anti Harassment, Inclusion, Workplace Violence and Harassment Policies, etc).*



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## **POLICIES AND PROCEDURES**

### **1. STAFF AND PROGRAM INFORMATION**

The staff employed at PRCC are trained Registered Early Childhood Educators (RECE's), who have successfully completed and attained their Early Childhood Education Diplomas and are registered with the College of Early Childhood Educators. The program assistant staff are often trained in similar and/or related courses in topics such as child development, and behaviour management. All staff are experienced and participate in regular professional development and training to maintain accreditation, knowledge and stay abreast of trends in the field.

At PRCC all children are viewed and treated as being competent, capable, curious and rich in potential. The programs and activities that are provided on a daily basis offer a variety of experiences and choices to the children based on their development and interests. On a daily basis, the range of activities offered to the children, include:

- Free play / free choice and teacher-directed activities;
- Indoor and outdoor play (for at least one hour each morning and afternoon, supplemented by gross motor activities in the classroom or gymnasium in inclement weather, and half hour outdoors per day and one hour of active play for B&A programs);
- Quiet and active play periods;
- Rest periods - As per parent direction for infant children, and for toddler and preschool children rest periods are not to exceed 2 hours in length where a child is permitted to engage in sleep, rest or engage in quiet activities based on the child's needs;
- Fine and gross motor activities;
- Creative/art, sensory and science, cognitive, music, language, drama, block, literacy and numeracy, sand and water play activities.

The daily schedules are posted in each room, and are complimented by a weekly program plan that details the activities that vary on a daily basis.

\*\*\* See Program Statement for full details and information \*\*\*

#### **1.1 INCLUSION, ACCESS & EQUITY POLICY**

A primary objective of Plains Rd Child Care is to meet the needs of children and their families through the provision of high quality child care. Recognizing that all children have unique needs, we are committed to working in partnership with parents (as well as health care professionals) to meet the developmental and educational needs of all children within our centre, including children with special needs. We endeavour to accept and serve all children regardless of the level or type of abilities and/or disabilities, and to provide all reasonable modifications so that all children can participate in the programs and services. (See AODA policies and procedures, Anti-Racism, Anti-Harassment, Inclusion Policy, Individual Support Plans Policy, as well as the Behaviour Management Policy and Procedures for more details.).

For children with special needs, an up-to-date individualized support plan will be developed in order to promote an inclusive program for all children and in order to support the child while in care.



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PRCC will accommodate individualized plans of each child with special needs which may include medical, physical, developmental needs or supports that a child may require while in care. *Individual Support Plans* will be developed with parents and any regulated health professional or other person who may help to inform the plan and who may have worked with the child prior to enrolling at the Centre. The plan will be updated regularly as needed, or at least annually thereafter. These plans are developed to ensure all programs are inclusive and appropriate for the age and developmental levels of all children and to ensure each child is able to participate fully in the program and engage with peers in a meaningful way. Further, for those who are working with the child to be able to take all necessary steps to support children with special needs to participate to the maximum extent possible in the child care program.

It is the parent's responsibility to advise the centre if their child has any special needs which may require special medication (such as insulin or puffers), medical treatment (therapy, special directions, and/or handling of medical or assistive devices) or any information (such as behaviour, medical or developmental diagnosis) that may be helpful to ensure that each child is able to participate in the program in a meaningful and purposeful manner. This policy and accompanying forms (*Individual Support Plan*) will be provided and developed with parents and any regulated health professional or other person who works with the child in a capacity that would allow for the person to help inform the plan, prior to enrollment of the child at the Centre, and will be updated at least annually thereafter. The *Individual Support Plans* for each child will be reviewed by all employees, students and/or volunteers prior to employment and/or providing care and guidance to children in the Centre, whenever the plan is updated, and at least annually thereafter. Employees, students and volunteers will be monitored to confirm implementation, compliance and contraventions of the *Individual Support Plans* (See *Monitoring Employee Compliance and Contravention Policy* for further details).

In order to ensure the program is inclusive, and appropriate for all children enrolled, each child is provided with an individual portfolio which includes: an up to date developmental checklist, up to date individual plans (including observations used to establish goals and determine interests for each child), a collection of work to represent accomplishment of developmental milestones, parent correspondence, etc. In addition, individualized support plans are developed for any child with special needs in consultation with the parents, health professionals or other person working with the child in a capacity to inform the plan, to include:

- a description of how the child care will support the child to function and participate in a meaningful and purposeful manner while the child is attending the child care;
- a description of any support or aids, or adaptations or other modifications to the physical, social and learning environment that are necessary to achieve successful inclusion of the child;
- any instruction relating to the child's use of supports as indicated on the plan, or the child's use of or interaction with the adaptation or modified environment.

## **1.2 ADMISSION PRACTICES / WAIT LIST PROCEDURES**

Requests to be added to the Centre's wait list can be made and accepted on a first come first serve basis according to birth year. The Centre wait list is managed by the Centre Director. When a space comes available for a specific age group, then families of eligible children are called on a first come first serve basis, which is the order of the date that they went on the list and to those



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requesting a start date within 2 months of the vacant spot. The wait lists are not numbered for the fact that many factors may affect the placement of a child on the list such as:

- Other priorities - children/family/siblings in the program and staff are given priority to available spaces and will be given priority over any other person on the list;
- There are times that children born in specific months need to be prioritized over children born in other months, in order to facilitate the promotion procedures through the centre.
- Requested start dates differ for families - so someone may be ahead of another person but they prefer to wait for a space for an older age group.

Once the placement priority is determined then families of eligible children will be called in order that they went on the list. Once contacted a 24 hour window will be given to respond to the offered space, and then in order to secure the spot a deposit (two weeks full fee for the age group the space is being offered for) will be required within the next 24 hours. The deposit will not be refunded if the child does not start as scheduled, and will be applied to the notice period as per the deposit and notice period policy of which a contract will be completed at the time that the deposit is accepted by the Centre (see page 8 of the registration package for more details regarding the deposit procedures).

Names placed on the wait list will not be removed unless advised by the parent, until the September that the child is eligible for kindergarten. In September, each year all kindergarten aged children will be removed from the wait list UNLESS a specific request has been made in writing, via email to leave the child on the list for the "Before and After School programs". We do ask that all families contact the Centre at any time to advise if they have made other arrangements and care at PRCC is no longer a preference for them, in order to assist us in keeping our list up to date.

## 2. ENROLLMENT and PROMOTION POLICY

Plains Rd Child Care is licensed to accommodate:

- 10 Infants (0 – 18 months)
- 20 Toddler (18 months- 2 1/2 years)
- 32 Preschool (2 1/2 - 2.8 up to 5 years)
- 26 Junior School age (4-7 years)
- 30 Senior School Age (7 - 12 years)

PRCC operates on the philosophy and requirements of a not-for-profit business. The underlying principle of the enrolment policy is to ensure that the Centre will be operated as a financially viable business. Although every effort will be made to ensure that enrolled children in the Centre are promoted to the next age group as required, there is **no guarantee** that there will be vacancy to facilitate this movement at the required time. In the event that there is uncertainty in respect to the successful and timely promotion of a child enrolled in the Centre, parents will be given as much notice as possible (minimum 4 weeks and up to 2 months), and the Centre's staff will support the families before and during any potential transitions.

Children are promoted on the following priority basis:

- Age and developmental readiness of an individual child is the primary determinant considered prior to promoting a child into the proceeding age grouping;



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- Seniority (based on date of admission into the Centre);
- Siblings (of children already enrolled in the Centre);
- Enrollment status (full-time registered children are given priority over part-time children). Part-time and nursery programs may be available; however, the provision of these services is determined based on the enrollment status and the changing needs of the Centre. Full time registrants are given priority to the Centre's enrollment vacancies. For further details on part-time care, please see the Director to review the policies and procedures of the part-time service models and options.

Junior and Senior SCHOOL AGE ENROLMENT: Priority to school age space is always given to the children enrolled at PRCC and in the senior school age program priority is given to children to younger children aged age 7-10 years. Children who are or will be turning 10 anytime during a school year and over (so 10 to 12 year olds) will be granted school age space based on enrolment and availability of space and then according to their seniority and experience with the centre. Service to children 10 and over will be assessed on a case by case basis, and will be evaluated on an ongoing basis. The centre is committed to giving a minimum of four (4) weeks (and up to 6 months) notice in the event withdrawal of services is determined. Factors of consideration will include the current and changing enrollment status in the program as well as the child's age and/or development.

School age programs and hours of operation will be determined on a year to year basis, and dependant on availability of space in the school and licensing requirements of the designated space. Summer and full day (i.e. full days on school holidays) programs operate from 7:10 am to 6 pm, and regular school days the hours of operation may vary from based on the schools operational hours and based on room assignment and hours of availability. Parents will be given as much notice as possible to any changes to the program services and hours, as we are notified by the school and/or school board of changes to room availability, lease changes, etc.

### 3. REGISTRATION

A registration package is provided to all families upon confirmation of enrollment. All information requested in the package must be **completed in full and submitted to the Centre** at least one week **prior** to the child's enrollment, in addition to verification of up to date immunization as recommended by the local medical officer of health. Under the Child Care Early Years Act, all children who attend a licensed child care centre must be immunized according to Ontario's Publicly Funded Immunization Schedule (attached). If your child has not received their immunizations due to either medical, religious or philosophical reasons then a notarized exemption is required to be completed and kept in the child's file.. If a child is not immunized an outbreak occurs then the child may be excluded from the Centre until clearance is received from Toronto Public Health for readmission. Please talk to the Director for more information if an exemption form is required.

It is essential that information included in the registration package be maintained and updated regularly (including immunization records). Regular information updates are sent home regularly to be completed and returned in a timely manner. Changes to information made in the interim, must be given in writing directly to the Centre Director. **The Centre Director must be notified immediately of any changes in the contact information or changes to diet, rest and/or**



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**exercise requirements, as well as changes or updates to medical conditions.** If you expect to be somewhere other than your regular contact number on any given day please be sure to leave a contact number with the staff where you can be reached in case of an emergency.

#### 4. HOURS OF OPERATION

The operating hours of the Centre are 7:10 a.m. to 6:00 p.m., Monday through Friday. The Centre operates year round, and provides full day care for school age children on school holidays (additional fees may apply).

Plains Rd Child Care Inc. is closed on the following statutory holidays:

New Year's Day	Family Day	Good Friday	Victoria Day
Canada Day	Civic Holiday	Labour Day	Thanksgiving Day
Christmas Day	Boxing Day		

In the event that the Centre may elect or is required to close on non-statutory holidays, an announcement will be sent to all families with as much notice as possible.

#### 5. FEE PROCEDURES

##### 5.1 PAYMENT AND COLLECTION OF FEES

Fees are set according to the ongoing costs of operation. Fees are set annually and usually on January 1st of each year; however, fees are subject to change with one month's notice.

Invoices for each month are distributed one week prior to the end of the month fees are due. Prepayment of monthly fees is a requirement. Fees are payable on the first day of the month for the entire month. Full payment must be received and dated on or by the 1<sup>st</sup> of the month. An alternate payment option is available where the monthly fees can be divided into two (2) **equal** payments. Both payments must be submitted on or by the 1<sup>st</sup> day of the month, with the second payment dated on or by the 15<sup>th</sup> of the month. If the first day of the month falls on a weekend, then fees are due on the first business day that the centre is open following the first of the month.

**LATE FEES:** A late fee charge of \$ 5.00 per day will apply for **each** day that fees are late in being submitted, and/or for cheques that are dated other than for the 1<sup>st</sup> or 15<sup>th</sup> of the month for which the fees are owing. Late fees will continue to accumulate until the balance owing is paid **in full**. Late fees will not be charged if the centre has an "unscheduled closure" on the day fees are due, but fees will be due on the first full business day of the month following a Centre closure date.

Payment is required for each day that the child is enrolled in the program. There is no refund or rebate for days the child is not in attendance, including sick or vacation days, which includes the four week notice period. Parents are responsible to pay the fees for the four week notice period regardless if the child is in attendance or not. Statutory days are included as payable days.

Interest is not paid or reimbursed for deposits, registration or monthly fees that are paid in advance.



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Payments should be made by cheque, money order and/or certified cheque payable to "Plains Rd Child Care". Cheques can be deposited in the fee mailbox, on the wall directly outside of the office door – NO CASH PLEASE.

**NSF / RETURNED CHEQUES:** In the event that a cheque is returned NSF (non sufficient funds), you will be notified and the amount owing must be replaced with a certified cheque or money order, within one business day. There is a \$30.00 charge for any NSF payments. Late payment charges (\$5.00 per day) will apply for payments not received within one (1) business day of notification of NSF payment. If two NSF payments from one family are received within a 12 month period, then future payments will be required in the form of money order or certified cheque. In all instances late payments are subject to the late fee charges as indicated above.

Difficulties in fee payment must be discussed with the Director in advance of the payment due date. Late fees are not waived in lieu of notice of late payment.

Year-end receipts, are provided by the end of February of each year for income tax purposes, and will include a record of the previous year's fees paid to the Centre. Fee receipts will not be issued until all outstanding fees and penalties are paid.

Accounts that are frequently delinquent may result in the termination of enrollment (without notice) and loss of a child's space. In order to be reinstated in the Centre, a certified cheque will be required for all future payments. The centre cannot guarantee or hold a child's space in this circumstance.

**RESPONSIBILITY OF FEES FOR SUBSIDIZED FAMILIES:** In the event that fee subsidy payment is not received for your child's care for any reason, it is the parent's responsibility to pay the Centre at the full fee rate to cover the unpaid days, according to the fee payment procedures outlined above.

## **5.2 REGISTRATION AND DEPOSIT POLICY**

There is a one-time **non-refundable** REGISTRATION fee charge (\$30.00 for full time enrollment, and \$50.00 for part time enrollment if that option is available), and is due at the time of registration. There is an additional \$25.00 charge for each subsequent change request of the agreed upon part time status. The **NON-REFUNDABLE** registration fee is due at the time of registration, and prior to enrollment. In the event that a child is withdrawn and then readmitted at a later date, the above registration fee policy will still apply.

**DEPOSIT** fees are the equivalent of two week's full fee rate for the age group that the child will enter into. Please see the current fee schedule for updated fee rates for deposit amounts due. Deposits are required in order to reserve a space in the Centre for a maximum period of four weeks (additional deposit amounts may be required to secure space for longer than 4 weeks). The four week period will allow families to give sufficient notice to current caregivers. The deposit amount will be credited against the fees payable for the required 4 week (28 days) notice of withdrawal period (fees are due regardless if child attends during notice period or not). When four weeks' notice (28 days) of withdrawal is received by the Centre Director, a final invoice will be prepared and the deposit amount will be applied to that final invoice. If fees were already paid in advance for the notice period then those will be applied to the final invoices as well. The deposit



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**will not be refunded or credited** in the event that a child does not enroll at the Centre and/or four weeks' notice (28 days) is not given at the time of withdrawal. (NOTE: The Centre does not pay interest on the deposit payments collected).

### **5.3 LATE ARRIVAL FEE CHARGES**

If a child is picked up after 6:00 p.m., the pick-up person will be required to sign a late arrival confirmation (to confirm the time of the late arrival) and a late fee will be charged. The current fee is \$1.00 per minute after 6:00 p.m. This fee is payable immediately to the staff members who are on duty at the time. Parents/guardians are responsible for late fees incurred for their child regardless of who does the pick-up. Please advise any alternate pick up people of the late fee policy.

Delinquency in payments for late fees charged will be dealt with in the same manner as regular child care fees. Receipts are not provided for late fee payments, since they are not considered child care expenses related to the Centre's income, and are to be paid directly to the staff on duty. If there is dispute between staff and parent at the time of a late pick up, then the staff and parent are expected to sign the late arrival form, and payment must be made. The matter can be taken up with the Director at a later date.

NOTE: Late fees are not optional. Chronic lateness may lead to the child being withdrawn from the Centre.

At 6:00 p.m. if parents have not already called to advise staff that they will be running late the staff will attempt to contact the parents and then the emergency contacts listed in the child's file. Staff will continue to attempt to locate the parents, emergency contacts, and persons authorized to pick up the child until 6:30 p.m. At 6:30 p.m., if no contact has been made, the staff will contact the Children's Aid Society. Parents will be responsible to make arrangements with the Children's Aid Society for pick up of their child/ren. Staff members are not permitted to remove children from the premises, under any circumstances. Late fees will be charged to the parent to the time that the child is removed from the centre.

## **6. INTRODUCTION TO THE PROGRAM**

Parents are encouraged to support their child's transition period into the Centre, and will be supported by the staff in any way possible. Parents are encouraged to spend time at the Centre with the child during the first week. The child's introduction to child care will vary according to her or his age and adaptability to the child care setting.

### **6.1 PARENTAL INVOLVEMENT**

Mechanisms for parental involvement and communication with staff have been established, as follows:

It is essential that the staff and parents work in partnership by communicating on a regular and ongoing basis. Parents are encouraged to take a few minutes at the beginning or end of the day to let the staff know of any special events that may have an impact on the child. The staff is always pleased to hear information that will help them understand a child better and plan accordingly.



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**OPEN DOOR POLICY:** Parents are welcome to visit their child at any time, and to participate in the daily program with your child/ren. (Please note the Centre's 'Vulnerable Sector Police Reference Check program requirements' regarding expectations to limit interactions with other children in attendance).

Either a parent or a staff member may initiate an interview or private meeting at any time, through the Director, to discuss the child's development or parent concerns.

Parents may also become involved and volunteer their time and skills in the following ways:

- Run for election to serve as a member of the Board of Directors;
- Serve on sub-committees such as fundraising, organizing special functions, etc.
- Attend monthly Board meetings;
- Volunteer to participate and assist on special outings, events, programs or field trips;
- Share a special skill or talent with staff or children or the Centre;
- Repair, maintain, and/or donate toys, equipment materials, and other requested supplies.

## **6.2 ARRIVAL PROCEDURES**

Parents are responsible to bring their child into the Centre, which includes assisting him/her with any personal needs including but not limited: dressing and undressing (for indoors and out), diaper changes (if needed), applying sunscreen, putting diapers, bottles, or any other personal items in the child's basket, bin or cubby. Children must be escorted directly into the classroom room and ensure that staff is aware that your child has arrived and do not leave until the staff have acknowledged that they have observed your child's arrival. When the child is picked up, the staff must be informed that the child is leaving so that arrival and departure times can be recorded accurately on the daily attendance sheet.

It is recommended that children arrive at the Centre by 10:00 a.m., in order to benefit from the programs offered, and also to minimize disruption to the daily program. If your child is expected to arrive after 10:00 a.m., please call the Centre in advance to ensure that staff is available to greet your child. Children cannot be admitted if the group is offsite or away from the Centre, nor can a child be admitted into another age group or class while their class is off-premises.

School age children (JK, SK, or Grade's 1 to 6) may be dropped off or picked up directly at school. Parents are required to call the Centre to confirm if children are dropped off or picked up from school to confirm their whereabouts and so PRCC staff know who to expect to be in attendance during the Centre hours. The child care cannot be responsible for the child, unless notified of the child's daily attendance. Absent children will be marked absent, and will not be expected unless confirmed by the parent.

## **6.3 ATTENDANCE & ABSENTEEISM**

It is expected that children attend on a regularly scheduled basis, unless absent due to illness, vacation, or other scheduled time off. Full payment (of your regular fee rate) is required whether the child is in attendance or not - INCLUDING for sick, absent or holiday time. Families receiving fee subsidies from Toronto Children's Services will be expected to pay full fee rates for services that are not paid by subsidy. Toronto Children's Services typically allows a maximum of 35 absent



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days (including holidays, sick or unexplained absence) per child per calendar year. If your subsidy commences mid-year then this total may be pro-rated. If you exceed the allowed number of days off then full fees will be charged for each child and the family is responsible to pay the Centre directly.

Parents are responsible to negotiate their subsidy agreement with Toronto Children's Services, and to comply by the stipulations set out in the agreement (including for example, tracking your child's absent time), and are responsible to pay the Centre at the full fee rate for any days not paid by subsidy.

If your child is expected to be absent, please call the Centre to advise the staff before 10:00 a.m. It is not recommended that children be in attendance more that 9-10 hours (maximum) per day.

#### **6.4 DEPARTURES**

Children may be picked up at any time throughout the day. If children are going to be picked up prior to 3:00 p.m., it is recommended that you advise the staff at the time of drop off (in the morning), or call the Centre prior to your arrival to ensure that the group is on-site at the time of your arrival. Any changes to the routine for infant children should be noted daily on the daily sheet so staff schedules can be adjusted accordingly.

### **7. AUTHORIZED PICK UP PROCEDURES**

Individuals, other than the specified parents / legal guardians authorized to pick up a child must be listed (and updated) on the child's enrollment forms or enrollment updates. Children will NOT be released to anyone that is not named on the most recently dated permission form. Parents may authorize a person for a one time pick up by either phoning the Centre (speaking directly with a staff – messages are not acceptable), or by providing written authorization stating the name and phone number of the person expected to pick up a child. Written permission must include an original signature of the parent/legal guardian identified on the original registration forms.

Photo identification must be shown by all individuals picking up a child upon request of the staff without exception. The children's safety and well-being is our priority. It is the parent's responsibility to inform individuals who are picking up your child, of the Centre's policies and procedures.

A child will not be released into the care of an individual under the age of 16, unless to a parent or guardian (i.e. only if the parent/guardian is under the age of 16).

Only custodial parents / legal guardians (as indicated on original enrollment forms) are able to provide authorization for individuals to pick up a child – without exception. Messages via a third party are not acceptable.

In the event of a dispute or unauthorized pick-ups, the child WILL NOT be released, and if necessary the police will be called immediately.

Parents are responsible for the safe departure of their child. Parents are responsible to advise other individuals of the 6:00 p.m. closure time and to pay any late fees that may be charged. If



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alternate arrangements have been made, parents are advised to call the Centre to make sure that your child was picked up as planned.

Late fees (for pick-ups made after 6:00 p.m.) are the responsibility of the parents of the child enrolled, and must be paid at the time of pick up.

In our effort to ensure the safety of all of the children enrolled in our care, there is a zero tolerance policy and absolutely no flexibility to the above pick up procedures. Parent/guardian cooperation is appreciated – please sure to advise your pick up people of the policies and photo ID requirements prior to their arrival at the Centre.

## **8. WITHDRAWAL FROM THE PROGRAM POLICY**

A minimum notice period of FOUR weeks (28 days) must be given in writing to the Director to advise that a child is to be withdrawn from the program. Failing to give proper notice will cause the forfeit of the (two week) deposit – full payment for the four week notice period is required – the deposit will be reduced from that amount if proper notice is given. Notices and letters left in the fee box or elsewhere in the Centre, will not be accepted. The notice date will be the date that written notice is **received** by the Director, in person, and NOT the date on the letter unless it is the same date it is received. Fee payment is required for the four week notice period regardless if the child is in attendance or not.

Under certain circumstances it may not be possible for the Centre to meet a family or a child's needs. In this situation discussions will be had with the family beforehand, and meeting notes will be taken and kept on file to record and verify discussions. For any reason that it is necessary for the Centre give notice to withdrawal a child from the centre, then the parent will be advised in writing of the situation and the Director along with any resource staff who may be involved will support the family to find alternate arrangements if possible. The Director is also required to advise the Board of Directors, the City of Toronto Children's Services consultant as well as the centre's Program Advisor from the Ministry of Education Early Learning Division, of the pending situation. All of whom who may also provide support to the family.

*Plains Rd Child Care Inc. reserves the right to withdraw child care services at any time and even without notice if parents or children are not following the Centre's Policies and Procedures (particularly the Code of Conduct, Anti Racism, Anti Harassment, Inclusion, Workplace Violence and Harassment Policies, etc).*

## **9. NUTRITION PROGRAM**

### **9.1 MENUS AND CATERING**

Children are provided with nutritious lunches, morning and afternoon snacks with beverages. Menus and/or changes are posted on the Menu Board outside the kitchen. Four week seasonal menu cycles are provided by the catering company and are planned by a registered dietician to meet the guidelines set out in the Child Care Early Years Act, as well as the recommendations set out in the Health Canada documents "Eating Well with Canada's Food Guide", and "Canada's Food Guide to Healthy Eating Guidelines". The selections offered provide variety as well as reflect



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the cultural diversity and preferences of the families and children enrolled in the Centre. Meals and snacks are nutritional, and each meal includes at least four food groups and snack at least 2 (typically 3) food groups. Meal times support a 'family style' setting where staff will sit with the children and provide opportunities for children to:

- develop a positive attitude toward a variety of foods;
- serve themselves to enhance self help skills;
- develop and enhance socialization skills, self-regulation, and language skills.

Special dietary and feeding arrangements must be provided in writing, and a list of children who have food allergies or other food restrictions are posted in each cooking and serving area, in each play area/play room, in any area the children may be present (allergy lists will be kept on the attendance clipboards that are carried with the group at all times so lists are available to staff where ever the children may be in the Centre).

## 9.2 INFANT PROCEDURES

Children in the infant room are fed in accordance with written instructions provided by the parents/guardians. Information regarding feeding routines and schedules will be gathered on the "Infant Registration Profile" at the time of enrollment and further information will be provided each day on the 'daily reports' regarding feeding, care and/or any special requirements or requests.

**Daily Reports:** Daily reports will be provided each evening. The parent information sections is to be completed by drop off each morning, and includes information about the infant child's evening (sleeping) and morning (food/toileting/diapering), and to indicate food/bottle/drink items that are being brought on a daily basis. The staff will complete the remainder of the form and will be sent home each evening. Infant children will be fed according to written instruction provided on daily reports.

**Catered vs. Home Food:** All food provided by the centre is catered, outside food is not permitted. Menus are always posted, and copies are provided for parents to take home. With the Centre's Director/designate approval, and after ensuring centre's procedures are enforced (see Anaphylactic Policy and Procedures), infant food may be provided (from home) until the infant child able to eat the catered food items. A full ingredient list must be provided for all food items brought into the centre and must be brought in an unopened container or package. The caterers do provide substitutes for food allergies and restrictions for children who are being served from the catered menus. PRCC is a "nut free" environment. Please make sure food items sent do not contain nuts or nut products or any other food item that may be restricted at any given time.

**Cleaning, Sanitization, and Food Storage:** All food containers / bottles must be labeled with the child's name and dated for the day they are brought in, and placed in the child's food container in the fridge. The daily reports should detail all items brought in each day. All food / bottles must be prepared. It is helpful if an empty bottle is left at the centre, and will be sent home only if used to avoid unnecessary waste. Food containers, bottles and sippy cups provided from home will be rinsed after use, and placed in the child's cubby to be taken home at night. The centre does not clean or sanitize food containers and bottles.

**Program / Scheduling:** A daily schedule and weekly program plan is posted, and is flexible in order to accommodate the individual schedules of each infant child enrolled. Program plans are based on an “emergent” curriculum based on children's interests and development. Daily observations are indicated on the plans for parent review and input. All infant children will engage in outdoor activities daily. Children will have opportunity to play in toddler play area when vacant (mixed age groupings are not permitted with infant children) and stroller walks will also occur on a daily basis.

### 9.3 ANAPHYLAXIS PROCEDURES

There are children at the Centre who have severe and in some cases life threatening allergies, which may cause an anaphylactic reaction. An anaphylactic reaction may be so severe it can cause death. Nuts and peanuts are a very common trigger for anaphylactic and therefore, PLAINS RD CHILD CARE IS A NUT FREE ENVIRONMENT. In addition, the centre has also adopted an Anaphylactic Policy and Procedure that details the centre's procedures to deal with anaphylactic allergies and/or reactions, including *avoidance measures*. The policy is posted on the "Policy and Procedures Bulletin Board", and copies are available upon request and will be provided to families of children with anaphylactic allergies or who have or carry epinephrine auto injectors. All parents are required to review and confirm that they are aware of the centre's *Anaphylactic Policy and Procedures* prior to enrollment. The policy requires:

1. In order to avoid cross contamination, the centre does not allow ANY outside food items to be brought to the centre. Therefore, **no outside food**, including snacks, treats, birthday cakes or baked goods of any kind may be brought to the centre at any time, including playgrounds, corridors, and classrooms and even under parent supervision.
2. Parents must advise the centre of any allergies that their child/ren has - whether anaphylactic or otherwise;
3. For anaphylactic allergies a physician is to provide information to the centre to identify symptoms, treatment, and avoidance strategies on a form provided (Individual Anaphylactic Plan). These forms must be updated and renewed **annually**, and any interim changes to the plan must be provided to the Director, in writing immediately.
4. Parents must provide the Centre with valid and current medication in order that staff may treat severe and/or anaphylactic allergies (i.e. requiring an epinephrine auto injector).
5. Parents must promptly update the centre of any changes to the allergy, symptoms, treatment, etc., as they may occur - updates or changes must be recorded on the Individual Plan.
6. Individual plans will be reviewed with staff prior to working with the children, as well as each time that a change is made, and at least annually thereafter. The Centre will keep record to verify the reviews have been complete.
7. For children with exceptional dietary needs, written verification is required for any food or beverage items that are required to be brought into the centre, and must be approved by the Director and/or designate. All food items must be brought in the original and unopened packaging, inspected by room staff who will confirm the ingredient list and record the date received and date of expiry for all food items.
8. If there are concerns of allergic reactions to any chemicals, craft items, etc., then the centre will eliminate the use of such items.
9. It is required that formal hand washing procedures are implemented throughout the day, particularly before and after toileting, eating, craft activity, outdoor play, etc. It is recommended



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that children wash their hands and brush their teeth after eating and prior to entering the centre from home.

10. PRCC is committed to taking all precautionary measures to ensure the safety and well being of the children at the Centre.

## 10. HEALTH AND SAFETY PROCEDURES

In accordance with recommendations set out by the Toronto Public Health the *CCEYA* requires that health information must be provided prior to entry into a licensed child care program. Children are required to provide verification of immunization according to the local medical officer of health, as outlined on the "*Ontario Publicly Funded Immunization Schedule*". The immunization record which must be completed and received prior to the child's attendance in the Centre. Immunization information must be updated on an ongoing basis, by providing written verification of immunizations within 24 hours of receiving the immunization (a photocopy of updated immunization records are acceptable). This does not apply where a parent of a child objects in writing (via Ministry approved **notarized** exemption form) on the ground that immunization conflicts with the sincerely held convictions of the parent's religion or conscience; or a legally qualified medical practitioner gives medical reasons in writing by completing the Ministry approved objection/exemption form, as to why the child should not be immunized. Children with outdated immunization schedules may be suspended from the Centre until evidence of the required immunizations are provided in writing.

### 10.1 EXCLUSION / SICK CHILD POLICY

All children attending the Centre must be well and healthy. Children will not be admitted into the Centre if they are ill and/or unable to participate in the daily program, including outdoor play periods and any other planned program periods. The Centre will abide by all requirements set out by the City of Toronto Public Health Department (See "Guidelines for Common Communicable Diseases" and "Communicable Diseases – Health Protections and Promotion Policy" posted on the policy board and posted in each classroom).

Children are not able to remain at the child care if they are unable to attend regular classes at school (i.e. JK, SK and school age children). If a child becomes ill while they are at school, it is the school's responsibility to contact the parents and make arrangements for pick up from school. PRCC will not be and should not be listed as an emergency contact for the children at their school.

School aged children, who may be suspended from school, are not able to attend the Centre during regular school hours. Parents are required to make alternate care arrangements during the regular school hours. We will only be able to provide care during regular child care hours.

In the event that a child becomes ill while attending the child care, or for any reason is unable to participate in the program, the parents will be contacted immediately to pick up the child. If we are unable to reach either parent, then the emergency contacts will be called. Once a parent or emergency contact is advised of the situation, then it is that individual's responsibility to attend to the matter of picking up the child **within 1 ½ hours maximum**.

Any time that a parent is called to pick up their child from the child care, the parent will be required to sign a report at the time of pick up which describes the details of the incident, steps taken by the



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staff to deal with the incident, and any follow-up steps resulting from the incident. This procedure is implemented in regards to incidences of illness, accident or serious occurrence. Incidences of "Serious Occurrence" must also be reported to the *Ministry of Education*. A carbon-copy of all reports will be provided to the family immediately.

Upon registration, parental consents are required to allow the staff at PRCC to seek emergency medical treatment for the children, if necessary. Parents will be notified immediately if emergency medical treatment is required. If a situation requires the child to be taken to the hospital, then an ambulance will be called and the Director (or other designated staff of PRCC) will accompany the child to the hospital, and will remain with the child until the parents / legal guardians arrive, and until receiving approval from the medical staff to leave. Children will be transported in emergency vehicles ONLY. The parents will be advised which hospital the child will be taken as determined by the emergency service employees. Parents are responsible to inform the Centre the following day of the status of the child health so that accurate information can be relayed to the designated authorities.

Concerns or incidences involving potential infectious or communicable diseases or illnesses (including suspected incidences) must be checked immediately by a doctor. Please be sure to advise the Centre's staff if your child is diagnosed with an infectious or communicable disease. A doctor's note is required to readmit children into care to confirm that they are no longer communicable or infectious to other children. The Centre is committed to abiding by all policies set out by Toronto Public Health Department, as per the "*Guidelines For Common Communicable Diseases*" and the "*Communicable Diseases Reporting*" policy.

In order to provide a safe and healthy environment, children cannot be admitted and must be kept home for 24 hours symptom free of the following:

- Fever (over 100 degrees F or 37.8 degrees Celsius);
- Diarrhea;
- Vomiting;
- Pink Eye (cannot return until discharge is cleared, and 24 hours after being medicated);
- Strep Throat (24 hours following treatment);
- Head Lice (a child cannot be admitted until they have been treated and are free of lice and nits);
- Unexplained/unusual rash (must provide a note from a physician stating the child's rash is not contagious prior to readmission to the Centre);
- Chicken pox (it is the Centre's policy that children can only be readmitted to the Centre once marks are scabbed over and there are 24 hours following new marks occurring);

Please advise the Centre when a child is ill and unable to attend. A **doctor's note is required following an absence of 3 or more consecutive days of illness stating that the child is not contagious/infectious and can return to care.**

The decision regarding a child's exclusion from the program will remain at the discretion of the Director, who will make a decisions based upon the safety and well being of not only your child, but of the other children and staff at the Centre as well.



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## 10.2 OTHER COMMUNICABLE DISEASES

It is the intent of PRCC to ensure a safe environment for all children and staff members, while at the same time protecting and respecting the dignity, privacy and rights of a child or staff member who has or may contract a life threatening communicable disease. Life-threatening communicable diseases, may include, but are not limited to, AIDS, hepatitis and meningitis. We will make every effort to accommodate the needs of a child and/or staff member within reasonable limits, and in accordance with applicable laws and legislation.

## 10.3. HEALTHY SEXUALITY POLICY

In response to the children's questions and/or comments in regards to either, their own or other's sexuality, the staff will answer questions in a straightforward and honest manner. The response from the staff will be determined based on the age, developmental level. In all cases, the staff will use anatomically correct names for body parts.

## 11. MEDICATION ADMINISTRATION POLICY

The staff at PRCC will **only administer required medications and/or creams as prescribed by a physician**. Over-the-counter medications (i.e. Tylenol, Cold/cough/flu medications, body lotions etc.) may be administered at the Centre **but only** with as a preventative measure with approval from the Director, **and only** if accompanied by a doctor's note that includes all of the required information (see list below). In order to manage and maintain a safe and hygienic environment for all, sick children must be kept home.

The following requirements must be met in order for staff to administer any medication to a child while in their care:

- Medication must be in the original container, and must have a prescription label with the following information (including over the counter medications to be administered):
  - Child's name;
  - Name of prescribing physician;
  - Date that medication was prescribed (must be within 3 weeks of the current date);
  - Name of medication;
  - Dosage and length of time the medication is to be administered.
- Medication that is outdated will not be administered, under any circumstances. Medication dated more than 3 weeks prior to the current date will not be administered, unless accompanied by a doctor's note that specifically refers to the prescription number on the label of the medication bottle, jar, etc., the treatment prescribed (dosage and times to administer) and the symptoms to be treated (for example, if it is for a child's skin rash).

Medications required for the treatment of chronic health problems (i.e. asthma or anaphylactic allergies) an "Individual Plan" for the child, to be completed and signed by physician. Individual plans, prescriptions and doctors' notes on file that address chronic health problems (ie. puffers and/or epinephrine auto injectors) will need to be renewed annually and without exception.

It is the parent's responsibility to ensure that any medications that are kept on premises are dated appropriately. Outdated or expired medications will not be administered under any circumstances.



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Parents/guardians are required to complete a medication administration consent form, with an original signature prior to the staff administering the medication. All medication is administered by a qualified ECE staff. One staff is designated in each program room to administer medication. All medication is stored in a locked container (either in the fridge or a designated area inaccessible to the children). The Director will make arrangements with a child's parents to ensure that emergency medication (i.e. epinephrine auto injectors, inhalers, etc.) is safely accessible to those children who require it (i.e. pouches carried by staff/child, storage in classroom emergency bags, etc.). A new medication form and consent is required each time a medication is renewed, to note the new prescription date and/or expiry dates.

Exempt from the administration policy above is over the counter and non-prescribed diapering cream (including those containing zinc oxide such as Zincofax), sunscreen (containing medicinal and/or active ingredients) and petroleum jelly. These may be also administered to the children in care, as long as the cream, sunscreen or petroleum jelly is provided in the original container, and the applicable consent form is completed, signed and dated by the parent/guardian. The consent form must specify the name of the cream, the amount and location to apply, and times for administration. The cream must be provided in the original manufacturer's container, labeled with the child's name, and will only be applied as per directions on the container (which must also be consistent with the parents/legal guardian's written direction on the medication form). These creams and lotions cannot be mixed with any other product (with or without "active" or "medicinal" ingredients), will only be administered externally, and will NOT be administered to treat a medical condition (unless accompanied by a doctor's note to confirm the non-prescribed cream is the corrective measure for the specific condition). The Centre staff/management may use their discretion to request a doctor's note at any time, if deemed necessary. All containers must be stored out of the children's reach and clearly labeled with the child's name. PLEASE ENSURE ALL PRODUCTS ARE 'NUT AND PEANUT FREE'!

## 12. CHILD SAFETY & PROTECTION POLICY

In delivering a service that is licensed by the Ministry of Education, PRCC is committed and responsible to deliver services which promote health, safety, and welfare of the clients being served. The Centre is responsible to be accountable to the Ministry, and specifically to demonstrate that service delivery is consistent with relevant legislation, regulations and Ministry policy.

### 12.1 DUTY TO REPORT

*The Child and Family Services Act* states that it is the responsibility of each individual in Ontario to report any concerns of abuse or risk of abuse to a Children's Aid Society. Section 72 of the Act states that the public, including professionals who work with children, must promptly report any suspicions that a child is or may be in need of protection to a children's aid society (CAS). The Act defines the phrase "child in need of protection" and explains what must be reported to a CAS. It includes physical, sexual and emotional abuse, neglect, and risk of harm. The Act also requires that it is not necessary to be certain a child is or may be in need of protection to make a report to a CAS. "Reasonable grounds" refers to the information that an average person, using normal and honest judgment, would need in order to decide to report.



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Any individual who performs professional or official duties with respect to children has the legal responsibility to report such incidences to a Children's Aid Society, and it is a serious offense with potential legal consequences to contravene one's reporting responsibility. Any professional or official who fails to report a suspicion is liable on conviction to a fine of up to \$1,000, if they obtained the information in the course of their professional or official duties. [CFSA s.72 (4), (6.2)] The emphasis to protect the child's safety must take precedence over all other concerns. A professional must report that a child is or may be in need of protection, even when the information is otherwise confidential or privileged. This duty overrides any other provincial statutes, and specifically overrides any provisions that would otherwise prohibit someone from making a disclosure.

The CFSA imposes a duty to report for everyone, including RECE's where there are reasonable ground to suspect one or more of the following with respect to a child: physical harm, sexual harm, emotional harm, neglect, abandonment, acts of a criminal nature or if the child is under 12 and has seriously injured or killed someone else, child pornography, and family violence.

Registered Early Childhood Educators (RECE's) are expected to be accountable for their actions as RECE's and to abide by the College of Early Childhood Educators Code of Ethics and Standards of Practice as well as applicable legislation, regulations, by-laws and policies that are relevant to their professional practice. The Early Childhood Educator's Act 2007 and the Professional Misconduct Regulation state that it is an act of professional misconduct to "contravene a law, if the contravention has caused or may cause a child who is under the member's professional supervision to be put or remain at risk." RECE's must be familiar and abide by the reporting requirements under the *Child and Family Services Act* and abide by them. Failure to do so is contrary to the law and may constitute professional misconduct and/or legal and potentially criminal charges.

## **12.2 REFUSAL TO RELEASE**

In our effort to protect the safety of the child and parents, a child will not be released to any individual, including a parent or guardian who appears to be intoxicated due to possible alcohol or drug use or the staff assesses any incompetence. If staff is concerned or are suspicious of incompetence, then the alternate parent/guardian or an emergency contact will be called. If the parent leaves the centre with the child, then the staff is obligated to immediately report their concern to the police and required local authorities (i.e Children's Aid).

## **12.3 ACCIDENTS AND SERIOUS OCCURRENCE – REPORTING AND PROCEDURES**

At any time a child is injured while receiving care at PRCC, an accident report will be completed to describe the circumstances of the injury and any first aid that may have been administered. Any time an accident report is completed, it must be signed by the staff observing and documenting the incident, the parents (also confirming receipt of a copy of the report), and management staff. A copy of all accident reports completed must be provided to the parent. Serious occurrence reporting is one of many tools that provide the Ministry and licensed child care programs with an effective means of monitoring the appropriateness and quality of service delivery. Monitoring includes an ongoing review of practices, procedures and training needs. *Serious Occurrence Reporting Procedures* have been established to provide information to operators on reporting serious occurrences to the Ministry as required under the CCEYA. This policy is reviewed with



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each employee, volunteer, and/or student, prior to working and providing care and guidance to the children at the Centre, and at least annually thereafter.

The CCEYA provides that every operator shall ensure that,

- (a) there are written policies and procedures with respect to serious occurrences in the Centre, that address, at a minimum, how to identify, respond to and report a serious occurrence;
- (b) a serious occurrence report is made on CCLS or to the program advisor (if online access is not available) of a serious occurrence in the Centre within 24 hours of its happening;
- (c) a summary of the report and of any actions taken as a result of the incident is to be posted for at least 10 business days in a conspicuous place at the child care;
- (d) a report and summary of the report must be kept on file on premises for at least 3 years from the date of occurrence.
- (e) the centre conducts an annual analysis of all serious occurrences as a method of identifying issues and/or trends. As part of this analysis, any actions taken in response to the analysis, will be documented and maintained in the record and kept on file for the 3 year period. The Ministry of Education licensing staff will review the annual reports during licensing inspections.

Parents benefit from information about incidents that occur in licensed child care programs, the immediate actions taken to respond to incidents and any longer term actions the operator has taken to minimize the recurrence of future incidences. The CCEYA requires that child care centres complete and post information about serious occurrences that occur on a "Serious Occurrence Notification Form" (SONF), within 24 hours of becoming aware of the occurrence. The following is the Centre's SONF procedures:

- SONF's will be posted in the centre, on the bulletin board where the child care license and license summary charts are also posted (outside the child care office) within 24 hrs of the occurrence.
- The SONF will be updated as additional actions or investigations are completed, and will note the date of each update.
- The SONF will be posted for a minimum of 10 business days following the occurrences and/or the most recent update.
- The SONF will be retained for at least three (3) years from the date of the occurrence and will be made available for current and prospective parents, licensing and municipal children's services staff upon request.
- Information posted in the SONF will protect personal information and privacy for all individuals (staff, children, families, classrooms, etc). As such no child or staff names, initials, and age or birth date can be used on the SONF. No age group identifiers are to be use (i.e. preschool room, or toddler room).

The SONF will communicate information to parents about serious occurrences that have occurred in their child care centre.

The Serious Occurrence Notification Form posting requirement and policy will be reviewed with Centre staff, volunteers and students prior to employment or work in the classrooms, as well as with parents in the Parent Handbook.



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## **13. PARENT FEEDBACK, ISSUES & CONCERNERS PROCEDURES**

### **13.1 Purpose**

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

### **13.2 General**

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. 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 and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

Parent input and feedback is not only welcome, but is recognized as an essential component of our program and service delivery model. We welcome both positive and critical feedback in both formal and informal approaches. Parents who have comments, concerns, and/or suggestions are welcome to address these with the Director on a regular basis. Feedback may also be submitted via the "Comment Box" located in the hallway near the Parent Resource table, near the child care entrance, complete and return the parent comment and suggestion box in each monthly newsletter, comments added in children's portfolios, and/or directly with the staff and/or management team.

Ideally, parents are requested to direct any concerns directly to the staff member involved. If a satisfactory outcome does not result, then the matter should be brought to the attention of the Director. If a satisfactory resolution does not result, then the matter should be brought to the attention of the President of the Board of Directors in writing who can direct you further. The list of current Board of Directors members is posted on the wall right outside the office.

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

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/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 within 2 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.

### **13.3 Confidentiality**

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

### 13.4 Code Of Conduct

Plains Rd. Child Care is committed to providing quality child care in a healthy and safe environment that is free of bias and judgment, which benefits the children, staff, parents and community. The staff, children, families, students, visitors and members of the Board of Directors have the right to equal and fair treatment regarding all aspects and/or dealing at or with the Centre. We are committed to promoting an environment of inclusion, respect, and acceptance, without bias or judgment, regardless of an individual's race, ancestry, colour of their skin, ethnic origin, citizenship, creed, gender, sexual orientation, age, marital status, family status, or ability – visible or non visible. The Centre has established an *Anti Racism Policy* and *Anti Harassment Policy* (see Policy and Procedures Bulletin Board), *Workplace Violence and Harassment Policy* and *Access and Equity Policy*, in order to identify acceptable means of interactions, as well as the procedures identified to address incidences or suspicions of contravention. Copies of these policies are available upon request. In summary, the following identifies expectations and responsibilities in regards to behaviour and conduct for all adults (staff, parents, volunteers, students and members of the Board of Directors):

- To abide by all policies, procedures and regulations of the Centre at all times;
- To use appropriate language and acceptable tones at all times;
- To show respect for the child care and its property;
- To communicate in a positive and productive manner on an ongoing and timely manner;
- To work in partnership to promote an environment that is safe, and free of harassment and/or discrimination.

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party. There is a **zero tolerance** to contraventions of the code of behaviour expectations. **Contraventions** of the above policy or procedures (below) may result in a written and/or verbal warning and/or up to and including termination of employment for staff and/or suspension and/or notice of withdrawal for parents, children, board members and/or community members involved in with the Centre.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

### 13.5 Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit:

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

### 13.6 Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p><b>Program Room-Related</b></p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the classroom staff directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the supervisor or licensee.</li> </ul>	<ul style="list-style-type: none"> <li>- Address the issue/concern at the time it is raised</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- arrange for a meeting with the parent/guardian within 5 business days.</li> </ul> <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <li>- the date and time the issue/concern was received;</li> <li>- the name of the person who received the issue/concern;</li> </ul>
<p><b>General, Centre- or Operations-Related</b></p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the supervisor or licensee.</li> </ul>	<ul style="list-style-type: none"> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the individual directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the supervisor or licensee.</li> </ul> <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p><b>Student- / Volunteer-Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the staff responsible for supervising the volunteer or student</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the supervisor and/or licensee.</li> </ul> <p>-</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>



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**13.7 Escalation of Issues or Concerns:** Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to: Board of Directors, President (name and contact information is posted).

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

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

For more information you may contact:

**Ministry of Education, Licensed Child Care Help Desk** 1-877-510-5333 or Childcare\_ontario@ontario.

## 14. CODE OF BEHAVIOUR & CONFLICT OF INTEREST

**14.1** PRCC is committed to providing quality child care in a healthy and safe environment that is free of bias and judgment, which benefits the children, staff, parents and community. The staff, children, families, students, visitors and members of the Board of Directors have the right to equal and fair treatment regarding all aspects and/or dealing at or with the Centre. We are committed to promoting an environment of inclusion, respect, and acceptance, without bias or judgment, regardless of an individual's race, ancestry, colour of their skin, ethnic origin, citizenship, creed, gender, sexual orientation, age, marital status, family status, or ability – visible or non visible. The Centre has established an *Anti Racism Policy* and *Anti Harassment Policy* (see Policy and Procedures Bulletin Board), *Workplace Violence and Harassment Policy* and *Access and Equity Policy*, in order to identify acceptable means of interactions, as well as the procedures identified to address incidences or suspicions of contravention. Copies of these policies are available upon request. In summary, the following identifies expectations and responsibilities in regards to behaviour and conduct for all adults (staff, parents, volunteers, students and members of the Board of Directors):

- To abide by all policies, procedures and regulations of the Centre at all times;
- To use appropriate language and acceptable tones at all times;
- To show respect for the child care and its property;
- To communicate in a positive and productive manner on an ongoing and timely manner;
- To work in partnership to promote an environment that is safe, and free of harassment and/or discrimination.

## 14.2 CODE OF CONDUCT DURING DROP OFF AND PICK UP

Health and safety is of utmost importance to all at PRCC. In order to ensure consistency for the children it is expected and required that parents to enforce the health, safety and code of conduct policies and model appropriate behaviours when you are with your child/ren on the property. We would like to take this opportunity to list the expectations and requirements, to ensure that best practices are evident and modeled for all children/families.



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- Children must be supervised at all times and are not permitted to venture alone throughout the centre, whether in hallways, classrooms, kitchen, staff rooms, bathrooms, etc. Rule of thumb is that children must be "in arms reach" of a supervising adult at all times.
- Outdoor climbing apparatus' and equipment is off limits - unless supervised by PRCC employees. The playground area is used to enter/exit only during drop off and pick up times.
- The staff room and kitchen are always off limits - employees only. Classrooms should not be accessed unless accompanied by an employee, but children must always be supervised anywhere they go.
- Walking indoors and always feet on the floor! Climbing on cubbies or furniture or, placing children on cubbies or furniture is not permitted.
- Indoor voices inside - please be respectful of the staff working and children still in care. Screaming and yelling is never permitted.
- Wheel chair buttons (at the front door) are NOT for children to press and we do not allow them to press the buttons to open the doors during the day. It is a safety concern for example, when children open the door for visitors who have not been approved for access, or to allow either themselves or other children to run out. Furthermore, once the button is pressed the door opens automatically and if younger children are on the other side of the door then they can be easily hurt and fingers do and will get pinched. REMEMBER if you allow them to do it when you're here, then they also try to do it when you're not here!
- Please be sure to read the newsletter as well as signage that is posted throughout the centre on an ongoing basis. The signs are posted to inform YOU, the parents, assuming most of the children at the centre are too young to read, and require adult supervision and/or reminders to behave accordingly.
- You are responsible for your child when you are onsite, including at drop off and pick up time respectively. The rule of thumb at PRCC is that we focus our attention on the children who are in our care. This means that parents are responsible at BOTH drop off and pick up for your child's personal needs including but not limited: dressing and undressing (for indoors and out), diaper changes (if needed), applying sunscreen, putting diapers, bottles, or any other personal items in the child's basket, bin or cubby, etc., etc.

### 14.3 CONFLICT OF INTEREST

Please note that staff, volunteers and/or students, are not permitted accept any private or additional payment for services that could reasonably be expected to be provided as part of normal employment or in their duties as affiliates of the Centre. Employees are not permitted to provide babysitting or perform child care services to children and/or for families who are enrolled or were enrolled at the Centre, after working hours or on weekends. It is also the policy of Plain Rd Child Care that Staff do not accept current clients (both parents and children) as "friends" or contacts" when using any social networking sites (including but not limited to FaceBook, Twitter, Instagram, Personal blogs, etc). Such an arrangement and/or behaviours would be considered a conflict of interest as discussed in the Conflict of Interest Policy for the Centre, and may impact the employment terms of the employee, student, or volunteer. Your cooperation and understanding is appreciated.

There is a **zero tolerance** to contraventions of the code of behaviour or conflict of interest expectations outlined above. Contraventions of the above policy may result in a written and/or



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verbal warning and/or up to and including termination of employment for staff and/or suspension and/or notice of withdrawal for parents, children, board members and/or community members involved in with the Centre. This is necessary to ensure that we are able to provide a safe, caring, calm and welcoming environment for the children at all times, and your cooperation is vital and very much appreciated!

## **15. ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES POLICY (AODA) & CUSTOMER SERVICE STANDARDS**

### **15.1 PREAMBLE**

In delivering a service that is licensed by the Ministry of Education, Early Learning Division, PRCC is committed and responsible to deliver services which promote health, safety, and welfare of the clients being served. The Centre is responsible to be accountable to the Ministry, and specifically to demonstrate that service delivery is consistent with relevant legislation, regulations and Ministry policy.

This policy has been developed in accordance with the *Accessibility Standards for Customer Service, Ontario Regulation 429/07 - Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*. The regulation requires accessibility standards for customer service if the organization provides goods or services to the public or other third parties.

All legislated changes impacting this policy will be reflected in PRCC policy through updates, on an on-going basis. The policy will be reviewed by the Board of Directors annually in accordance with applicable legislation. No changes will be made to this policy before considering the impact on people with disabilities.

This policy applies to all employees, volunteers, students and members of the Board of Directors, of PRCC who interact with the public and other third parties. This policy will be reviewed with each employee, volunteer, student, and/or Board member prior to working/volunteering at the Centre, and at least annually thereafter.

### **15.2 PURPOSE**

The purpose of this policy is to develop, implement, and enforce accessibility standards in order to achieve accessibility for persons with disabilities with respect to goods and services provided at PRCC.

### **15.3 OUR COMMITMENT**

PRCC strives to provide our goods and services in a respectful and accessible manner to all customers and clients, including persons with disabilities. Persons with disabilities will benefit from the same services, in the same place, in a similar way, as other customers or clients. It is the commitment of PRCC to provide equitable treatment, with respect to providing our goods and services without discrimination in accordance with the provisions of the Ontario Human Rights Code.

When providing our goods and services to a person with a disability, we are committed to the following four core principles:



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- **Dignity** – Our service should be provided in a method that allows a person with a disability to maintain self-respect and the respect of others.
- **Independence** – We strive to provide an environment that allows a person with a disability to access our services without help from others.
- **Integration** – A person with a disability should be able to benefit from the same services as others. Only use an alternative method when it is necessary to allow a person with a disability to access our goods and services. If we are unable to remove a barrier, we need to offer other methods to provide services to people with disabilities, always remembering these principles.
- **Equal Opportunity** – We will use methods to provide goods and services to persons with disabilities such that they have the same opportunity as others to access our goods and services

## 15.4 PROCEDURES

### Communication:

- (a) We will communicate with a person with a disability in a manner that takes into account his or her disability and offer communication methods that are suitable to their communication needs (i.e. e-mail, website, catalogue, telephone, or in-person, etc.)
- (a) PRCC employees are required to take into consideration the person's disability when making meeting arrangements and accommodate accordingly.
- (b) Every effort will be made to ensure marketing materials, invoices, and other printed materials (brochures, etc) will be made available in alternative formats upon request (i.e. large print, Braille, etc.), which may include offering an in-person or telephone meeting to read and read materials, if requested, etc.
- (c) Upon request, information provided on our company website will be offered in video or recorded format, phone support or in person member visits will be provided to read website material.

### Use of Guide Dogs and Service Animals:

We are committed to welcoming persons with disabilities accompanied by their guide dog or service animal in those areas of the company premises that are open to the public and other third parties, unless the animal is otherwise excluded by another law. These areas include the front reception and foyer area as well as office areas. If a service animal is excluded by law, use other measures to provide services to the person with a disability.

PRCC staff is permitted to ask for proof that the animal is a service animal. The person with a disability is required to provide a letter from a physician or nurse confirming that the person requires the animal for reasons relating to the disability.

All employees will be trained on the different types of service animals, as well as how to properly interact with those using service animals.

### Support Persons:

We are committed to welcoming persons with disabilities who are accompanied by a support person. A person with a disability will be allowed to enter company premises with his or her support person to areas that are open to the public or third parties. This includes the front reception area and foyer as well as offices areas. At no time will a person with a disability who is accompanied by



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a support person be prevented from having access to his or her support person while on our premises.

**Assistive Devices:**

We are committed to serving people with disabilities who use assistive devices to obtain, use or benefit from our goods and services. We will ensure employees are trained on and familiar with various assistive devices that may be used by customers and members with disabilities while accessing our goods and services.

Persons with disabilities shall be permitted to obtain, use, or benefit from our goods and services through the use of their assistive devices.

It is the responsibility of the person with a disability to ensure that his or her own assistive device is operated in a safe manner at all times.

All employees will be trained as required to use assistive devices and PRCC will maintain accurate records of training delivered to our employees. These records will be made available upon inspection as may be required.

**Notice of Temporary Disruption of Service:**

We will provide notice when facilities or services that people with disabilities rely on to access or use goods or services are temporarily disrupted. The notice will be placed in a conspicuous place in areas open to the public or third parties. The notice will include the reason for the disruption, its anticipated duration, and a description of alternative facilities or services, if available.

**Modifications to this policy and other policies:**

PRCC will reassess how we provide goods and services to persons with disabilities as often as is necessary to ensure our goods and services are fully accessible. No changes will be made to this policy or other policies before considering the impact on persons with disabilities.

**Feedback Process:**

Feedback regarding the way PRCC provides goods or services to people with disabilities can be made through the Feedback Form. The Feedback Form can be submitted to PRCC by e-mail, mail, or verbally. Our ultimate goal is to meet and surpass member expectations while serving members with disabilities.

**Billing:**

We are committed to providing accessible invoices to all of our members. Invoices will be provided in alternate formats upon request. PRCC will answer any questions members may have about their content of their invoice in person, by telephone or by e-mail.

**Training:**

All employees will be trained on this policy and PRCC will maintain accurate records of training delivered to our employees. These records will be made available upon inspection as may be required.



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### **15.5 REFERENCES:**

Accessibility Standards for Customer Service, Ontario Regulation 429/07 – Accessibility for Ontarians with Disabilities Act, 2005 (AODA), Ministry of Community and Social Services

### **15.6 AODA POLICY PART II. - MULTI YEAR ACCESSIBILITY PLAN**

This accessibility plan outlines the policies and actions that PRCC will put in place to improve opportunities for people with disabilities. PRCC is committed to treating all people in a way that allows them to maintain their dignity and independence. We believe in integration and equal opportunity. We are committed to meeting the needs of people with disabilities in a timely manner, and will do so by preventing and removing barriers to accessibility and meeting accessibility requirements under the Accessibility for Ontarians with Disabilities Act.

This policy applies to all employees, members, vendors, other 3<sup>rd</sup> parties or any members of the public.

### **15.7 ACCESSIBLE EMERGENCY INFORMATION:**

PRCC is committed to providing members, vendors, 3<sup>rd</sup> parties, contractors or any members of the public with publicly available emergency information in an accessible way upon request. We will also provide employees with disabilities with individualized emergency response information when necessary.

### **15.8 TRAINING:**

PRCC will provide training to employees on Ontario's accessibility laws and on the Human Rights Code as it relates to people with disabilities. Training will be provided in a way that best suits the duties of employees.

PRCC will take the following opportunities to ensure employees are provided with the training needed to meet Ontario's accessible laws by **January 1, 2015**:

- New Hire Orientation Program
- Staff Meetings
- Team Meetings
- Individual Orientation as needed

### **15.9 INFORMATION AND COMMUNICATIONS:**

PRCC is committed to meeting the communication needs of people with disabilities. We will consult with people with disabilities to determine their information and communication needs.

### **15.10 DESIGN OF PUBLIC PLACES:**

PRCC will meet the Accessibility Standards for the Design of Public Spaces when building or making major modifications to public spaces. Public spaces include:

- Outdoor play spaces, like playgrounds in provincial parks and local communities
- Outdoor paths of travel, like sidewalks, ramps, stairs, curb ramps, and rest areas
- Accessible off street parking
- Service-related elements like service counters, fixed queuing lines and waiting areas



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PRCC will put the following procedures in place to prevent service disruptions to its accessible parts of its public spaces.

- In the event of a service disruption, we will notify the public of the service disruption and alternatives available.

#### **15.11 POLICY REVIEW:**

The Accessibility Plan will be reviewed annually.

#### **15.12 FOR MORE INFORMATION:**

For more information on this accessibility plan, please contact **Cathy O'Toole, Director** at:

- Phone: 416-421-2273 - OR - Email: plainsroadchildcare@rogers.com

#### **15.13 ASSOCIATED DOCUMENTS:**

- I. Customer Feedback Form
- II. Training Records Form

(SEE POLICY BOARD FOR FULL POLICY DETAILS)

## **16. WORKPLACE VIOLENCE and HARASSMENT POLICY**

### **16.1 COMMITMENT TO SAFETY**

At PRCC the health and safety of our employees is paramount. Priority is given to protecting our employees, children, parents, Board of Directors, students and volunteers as well as our visitors from violence and/or intimidating behaviours, harassment, and discrimination. Such conduct interferes with everyone's ability to perform their job and is not in keeping with the Centre's philosophy of trust and mutual respect. By working together, and giving the utmost attention to the safety and well-being of each other, we will meet our shared objective of a safe and healthy working environment where all individuals are treated with respect and dignity.

PRCC employees, children, parents, Board of Directors, students and volunteers are entitled to an environment free from violence and/or intimidating behaviours, harassment or discrimination as prescribed by the *Occupational Health and Safety Act* and the *Human Rights Code* in Ontario. Violent or harassing behaviour from anybody is unacceptable and will not be tolerated at PRCC.

This policy applies to all employees, children, parents, Board of Directors, students and volunteers as well as our visitors, agents and/or representatives of the Centre while in the workplace, during work related field trips or travel, or during any work-related and/or social functions. Employees, parents and children, Board of Directors, students, volunteers and guests are expected to assist the Centre in its attempts to prevent and eliminate violence, harassment and discrimination in the workplace. All are expected to uphold this policy and will be held accountable by PRCC. The Centre will treat any form of violence, harassment and/or discrimination that occurs in the workplace seriously, irrespective of the alleged perpetrator's position. The Centre has a zero tolerance policy in regards to incidences of violence, harassment and/or discrimination in the workplace.

Prevention is the first line of defence against occurrences of violence, harassment and/or discrimination. This policy will be reviewed with all employees prior to commencing employment, with all clients at the time of registration, and the Board of Directors prior to commencing duties as a Board member. All will be asked to sign to confirm they have read and understand the policy. The policy will be posted on the Policy Bulletin Board in the main vestibule. The employer and employees will review the policy at least annually thereafter, or as needed if deemed necessary by the Employer or Centre Director. **Beyond this, there is a duty for all to prevent violence and harassment by discouraging inappropriate activities and by reporting incidences in accordance with this policy, including the duty to report any personal disclosures that may result in violence in the workplace (including matters involving domestic violence etc.).**

Nothing in this policy limits an individual's right to file a complaint with the *Ministry of Labour* or the *Human Rights Commission* should they feel the situation warrants such action.

## 16.2 DEFINITIONS:

**Employer:** The Board of Directors for PRCC

**Director:** The ministry approved 'supervisor' (Director) of the Centre, and also an employee of the Centre.

**Worker or Employee:** An individual who is an employee, student or volunteer at PRCC.

**Client:** The child who is enrolled at PRCC and their family/parent/legal guardian.

**Guest/Visitor:** An individual who is not a client, employee or employer at the Centre, but may be a supplier, supply staff not employed by PRCC, City or Ministry consultants, entertainer, program support staff who are employed by another agency but conducts business at PRCC (i.e. consultants, practitioners) etc.

**Workplace:** Workplace includes any location in which employees, employers, clients, and guests are engaged in PRCC business activities necessary to perform their assignments. This includes but is not limited to PRCC building or parking lots located at 520 Plains Rd., in Toronto, organized social events, field locations, and during business related meeting location or travel.

**Investigative Team:** The President of the Board of Directors and the Centre's Director together are responsible to receive and investigate complaints of workplace violence, harassment and/or discrimination. If the complaint involves either the President or Director, then one other member of the Board of Directors will be designated to act in the place of the individual who is involved in the matter.

## 16.3 Definition of Workplace VIOLENCE:

The *Occupational Health and Safety Act* defines workplace violence as:

- The exercise of physical force by a person against an employee, in a workplace, that causes or could cause physical injury to the employee;
- An attempt to exercise physical force against a employee, in a workplace, that could cause physical injury to the employee;
- A statement or behaviour that is reasonable for an employee to interpret as a threat to exercise physical force against the employee, in a workplace, that could cause physical injury to the employee.

For the purpose of this policy, violence also includes but is not limited to incidences where individuals are abused, threatened or assaulted involving explicit or implicit challenge to their safety, well being or health.

#### **16.4 Forms of Workplace VIOLENCE**

- a) Violence by Strangers
  - Enters the place of work on the pretence of being a customer
  - Commits robbery or other violent act.
- b) Violence by employees, clients, employers or guests
  - May be an expected or unexpected situation
- c) Violence by Co-workers
  - Could include current employee and manager, former employee or manager, a prospective employee, and may occur inside or outside the workplace.
- d) Violence by Personal Relations
  - This includes spouse, partner, relative, or friend and usually occurs when a personal dispute occurs with the employee and enters the workplace to harass, threaten, injure, or kill the employee

#### **16.5 Behaviours Constituting Workplace VIOLENCE**

Such threats or acts include, but are not limited to:

- Harming or threatening to harm any employee, client, Board of Director or guest;
- Damaging or threatening to damage property or the property of any employee, client, Board of Director or guest;
- Possessing a dangerous weapon or incendiary device on property without prior authorization;
- Engaging in stalking behaviour of any employee, client, Board of Director, or guest;

#### **16.6 Definition of Workplace HARASSMENT and/or DISCRIMINATION:**

The *Occupational Health and Safety Act* defines workplace harassment as “engaging in a course of vexatious comment or conduct against an employee in a workplace that is known or ought reasonably to be known to be unwelcome.”

Harassment comprises any unwelcome or objectionable, physical, visual or verbal conduct, comment or display, whether intended or unintended, that is insulting, humiliating or degrading to another person, or creates an intimidating, hostile or offensive environment and/or is on the basis of race, ethnicity, language, financial ability, religion, gender or sexual orientation, disability or age, or any other kind of discrimination which is prohibited by particular provincial/territorial legislation:

- made by an employee, employer, client or guest of PRCC
- directed at and is offensive to any employee, employer, client or guest of PRCC or any other individual or group that the person knew or reasonably ought to have known would be offensive (e.g., unintended)

#### **16.7 Forms of Workplace HARASSMENT and/or DISCRIMINATION**

Harassment and discrimination can take the following forms including:

##### **a) Discrimination-based Harassment**

Includes any verbal or physical conduct, that may reasonably be perceived as denigrating or showing hostility or aversion toward an individual because of the individual's race, colour, religion, gender, sexual orientation, national origin, age, disability, or other status protected by

law, or because of the protected status of the individual's relatives, friends, or associates. This type of harassment includes, but is not limited to:

- Epithets (nicknames), slurs, negative stereotyping, demeaning comments, including comments pertaining to a person's dress, accent or other cultural differences, or intimidating acts that are based on an individual's protected status; and/or
- Written or graphic material (whether by printed or electronic media) circulated within or posted within the workplace that shows hostility toward or is demeaning to an individual or group because of his or her protected status.

b) Sexual Harassment

Generally there are two types of sexual harassment:

1. Repeated sexual advances or solicitations made by a person where such person knew or ought reasonably to have known that the advance was unwelcome; and/or
2. A reprisal or threat of reprisal for the rejection of a sexual solicitation or advance made by a person who is in a position to grant or deny a benefit.

Sexual harassment means any unwelcome conduct, comment, gesture or contact of a sexual nature, whether on a one-time basis or in a continuous series of incidents that:

- might reasonably be expected to cause offence, embarrassment or humiliation
- might reasonably be expected to be perceived as placing a condition of a sexual nature on employment, services, or on any opportunity for training or advancement

Examples of sexual harassment include, but are not limited to:

- remarks, jokes, innuendoes or other comments regarding someone's body, appearance, physical or sexual characteristics or clothing
- displaying of sexually offensive or derogatory pictures, cartoons or other material
- persistent unwelcome or uninvited invitations or requests
- unwelcome questions or sharing of information regarding a person's sexuality, sexual activity or sexual orientation
- conduct or comments intended to create, or having the effect of, creating an intimidating, hostile or offensive environment

c) Bullying

Bullying is an offensive, cruel, intimidating, insulting or humiliating behaviour which may include physical violence or the threat of physical violence. It can be physical or verbal, direct or indirect (such as gossiping). Bullying is considered harassment in general, unless there is physical contact or threat of violence, where it is then considered violence. Bullying is ill treatment which is not addressed under *Human Right Codes* or *Criminal Codes* in Ontario. For the purpose of this policy, BULLYING (as defined above) IS covered under PRCC's Violence and Harassment Policy and Procedures.

## 16.8 Behaviours Constituting HARASSMENT and/or DISCRIMINATION

Examples of harassment include, but are not limited to:

- threats made or perceived, that are malicious, vexatious or based on any of the prohibited grounds under Human Rights legislation

*(The most important human rights legislation at the federal level is the Canadian Human Rights Act, which came into force in 1978. It outlaws discrimination in employment and in the delivery of goods and services on eleven grounds: **race, national or ethnic origin, colour, religion, age, sex, marital status, family status, pardoned conviction, disability, and sexual orientation.**)*

- derogatory written or verbal communication or gestures (e.g. name-calling, slurs, taunting pictures or posters, bullying, graffiti), that are malicious, vexatious or that relate to any of the prohibited grounds under Human Rights legislation
- application of stereotypes or generalizations based on any of the prohibited grounds under the legislation
- Differential treatment of employee, client, employer or guest based on race, gender, ethnicity, etc.;
- Demeaning language based on gender or sexual preference;
- Graphic comments about an individual's body;
- The use of sexually degrading words to describe an individual;
- The display of sexually suggestive objects and/or pictures in the workplace;
- Foul or obscene language and/or gestures;
- Unwanted physical conduct such as patting, pinching, and/or brushing up against another person's body;
- A promise of better treatment in return for sexual favours; and/or
- Indirect or expressed threats for refusal of a sexual request, invitations or advance.

### **16.9 Process for Making VIOLENCE-RELATED Complaints**

If witnessing or experiencing conduct believed to be inconsistent with this policy, you are responsible to:

- Call 911 if the situation warrants or if you or another person is in a situation of immediate danger.
- Advise the centre's Director or/Delegate or the President of the Board of Directors (if relates to the Director) immediately of the situation.
- Provide a written record of the action/behaviour to the Director, which should include the date, time, nature of the action/behaviour, and witnesses (if any).

### **16.10 Process for Making HARASSMENT/DISCRIMINATION-RELATED Complaints**

For less serious incidents of harassment, if witnessing or experiencing conduct which is inconsistent with this policy, then:

#### **Step 1:**

- Make the objection clearly known to the offender.
- Ask the individual to stop the behaviour.
- Clearly state that the perceived action/behaviour is viewed as harassment under the terms of the Centre's policy.

#### **Step 2:**

- Such incidences must be directly reported to the Director or delegate (or to the President of the Board of Directors if it involves the Director).

- If the behaviour continues after making the objection known, or is more serious in nature, contact the Centre's Director or delegate (or to the President of the Board of Directors if it involves the Director).
- A written record of the action/behaviour and complaint must be provided to the Director or President (as applicable) to include the dates, times, and a description of the nature of the action/behaviour, and witnesses (if any).

### **16.11 Removal of a Person from the Workplace**

Any person who makes substantial threats, exhibits threatening behaviour, or engages in violent acts against employees, visitors, guests, or other individuals while on the Centre's property shall be removed from the premises as quickly as safety permits, and shall remain off the premises pending the outcome of an investigation. Employees are not to remove individuals from the premises. Assistance must be requested from the Police.

### **16.12 Investigation Process**

- All complaints will be investigated promptly by the Investigative Team.
- All those directly involved and any witnesses will be spoken to by the investigating individuals/team.
- Notes/statements will be prepared during each interview, reviewed by the person(s) being interviewed and signed for accuracy.
- Records or other documents relevant to the incident being investigated (which may include safety reports, incident reports, work schedules, injury reports, complaint or observation notes, and may even involve taking pictures of the scene) will be reviewed.
- Relevant employment contract language or organizational policies/procedures will be reviewed.
- A final summary/report of the investigation will be prepared.

### **16.13 Corrective Action**

Any client (child or parent) found to have engaged in conduct that violates this policy will be subject to removal from the centre and withdrawal from the program. Because allegations of acts of violence, harassment and/or discrimination are very serious, frivolous complaints found to have been made for improper purposes will result in withdrawal from the program as well.

### **16.14 Confidentiality**

Employees and other individuals should feel secure in knowing that their concerns will be handled discreetly and sensitively. Disclosure of information will be limited to only what is reasonably necessary to protect employees, children, parents, Board of Directors, students, volunteers or guests from physical injury. Strict confidentiality cannot be guaranteed to anyone who wants to make a complaint of violence and/or harassment. If a complaint goes through the investigation process, the respondent and other people involved will have to learn about the complaint. The complainant can be assured that information will only be released or disclosed on a "need to know" basis.

### **16.15 Reprisals**

This policy strictly prohibits reprisals against any individual because s/he has brought forward a concern or has provided information regarding a concern under this policy. Any individual who

commits or threatens reprisal against another individual or employee for following this or any of the Centre's policies in good faith or interferes with the investigation process including retaliation against a complainant or witness may also be subject to withdrawal.

### **16.16 Liabilities**

Section 66 of the *Occupational Health and Safety Act* sets out the liabilities for persons and corporations who are convicted of violating this Act as follows:

- s.66 (1) **Penalties** - Every person who contravenes or fails to comply with,
- (a) a provision of this Act or the regulations;
  - (b) an order or requirement of an inspector or a Director; or
  - (c) an Order of the Minister,

Is guilty of an offence and on conviction is liable to a fine of not more than \$25,000 or to imprisonment for a term of not more than twelve months, or to both.

- (2) If a corporation is convicted of an offence under subsection (1), the maximum fine that may be imposed upon the corporation is \$500,000 and not as provided therein."

## **17. POLICE REFERENCE CHECKS / DIRECT CONTACT WITH CHILDREN**

Any individual, who will have direct contact or be responsible for any child in the care of the PRCC, is required to provide clear Vulnerable Sector Police Reference Check (VSPRC) to the Centre (and only original documents will be accepted). For staff and Board of Directors, a VSPRC will be required as a condition of employment and membership on the board, and for students and program volunteers prior to having direct contact with the children. The VSPRC must be updated every 5 years, and in each year in a VSPRC is not required an "Offense Declaration" must be completed by the individual. In the event that a VSPRC result for any student or volunteer (including board members) are not "clear" then the volunteer position will be terminated immediately and they will not be able to be in direct contact and/or responsible for any of the children at the Centre, at any time. The full VSPRC is available on the *Policy and Procedure Bulletin Board*, and copies are available upon request.

**Volunteers** - All volunteers, including participating parents (19 years of age and older) having direct contact with children in the child care centre must have and provide a clear vulnerable sector police reference check. Volunteers are responsible to cover the cost for their VSPRC, which is set by the Toronto Police Services (or the Police Services from the region that the Volunteer resides), with the exception of members of the Board of Directors, whom the Centre will absorb costs related to obtaining their Police Reference Check.

**Student Placements** – The Ministry's Police Reference Check Policy does not apply to students placed in the child care program by an educational institution, however police reference checks are routinely required by community colleges and universities prior to students commencing placement in a child care centre. Students participating at PRCC are required prior to commencement of placement to verify they have a satisfactory police reference check dated within 6 months period and an offense declaration will be required to cover the period of the last VSPRC and the date placement will commence.



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### **17.1 Participating Parents and Volunteers:**

Parents who participate in Centre activities (i.e. at drop off and pick up) may only be responsible for their own child during their classroom experience. Therefore, we ask that you limit your interactions to your own child and particularly in respect to redirection or discipline, which for other children must be left to the responsibility of the centre staff ONLY. There are no exceptions to this policy and zero tolerance for contraventions. (See also "Policy and Procedures for Field Trips" for more details in regards to volunteering at the Centre).

Volunteers and placement students must always be under the direction and supervision of PRCC staff (must be 18 years of age or older). **No child or group of children can be supervised by someone who is not an employee of PRCC, unless under the direction of a PRCC employee.** Students and/or volunteers may not be left alone with any child or group of children at any time. The only exception is if the parent of a child is also a volunteer then they may be alone with their child only. Volunteers and/or placement students are not considered or counted in staffing ratios and may not be left alone with children.

No person is required to provide or obtain a VSPRC or offense declaration if under the age of 18 years old. In this case, any person under the age of 18 years old cannot be left alone with the children or be in a position responsible for the care of children registered at PRCC (i.e. cannot be counted towards ratio requirements). If a person turns 18 years old while in a position where he/she interacts with children receiving care then within one month following the individual's 18th birthday, the person must provide a statement that discloses every previous finding of guilt of the person under the *Youth Criminal Justice Act (Canada)*, if the person received an adult sentence. If a person turns 19 years old while in a position where he/she interacts with children receiving care then within one month following the individual's 19th birthday, the person will be required to obtain a VSPRC.

## **18. EMERGENCY MANAGEMENT and PREPAREDNESS**

In compliance with the CCEYA, the Centre has developed written "Emergency Management" policies and procedures in regards to the management of emergencies at the centre, to support all individuals to manage responses and responsibilities during an emergency (and are approved by the local fire chief), resulting in the safest outcomes possible. Written procedures will outline the staff responsibilities, ensure staff and children are familiar with the evacuation procedure; and, identify a point of assembly and designated place of shelter where children and staff can be accounted for and will be sufficient to provide temporary care until parents can be contacted and arrange to pick children up. The policy requires that additional support be provided for any child or adult who needs it in case of emergency and the procedures that will be followed to ensure the children's safety including maintaining appropriate levels of supervision. It sets out requirements regarding communication with parents, and addresses requirements regarding contacting appropriate local emergency response agencies. Finally the policy requires procedures be established regarding recovery from an emergency including: debriefing children, staff and parents; determining how to resume normal operations of the child care; and, how to support children and staff that may have experienced distress during the emergency. The full policy is posted on the policy board near the front of the Centre.



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In the event of an emergency evacuation from the child care (for example, fire flood, or other circumstance that requires evacuation), the staff and children will relocate to **PARKSIDE ELEMENTARY SCHOOL @ 401 Cedarvale Ave.** (east of Woodbine at Trenton Ave). Once the children and staff have arrived safely and all children have been accounted for, the parents and/or emergency contacts will be contacted to pick up their child from the school immediately. Regular operations will not be continued in the event evacuation from the original site is required. Parents will be advised at pick up as to how communication will be provided to update them on the status of the Centre and when the premises at 520 Plains Rd may be reoccupied.

**PROCEDURES FOR DEBRIFING STAFF, CHILDREN, AND PARENTS FOLLOWING ONSITE EVACUATION:** Staff will be advised of the reason for the evacuation (i.e. drill, accidental alarm pulled, real emergency), and upon the safe return to the classroom will discuss the incident with the children and answer any questions and reassure children that everything is safe. Parents will be advised at pick up by verbal notification or posting at the entrance.

**PROCEDURES FOR DEBRIEFING STAFF, CHILDREN, AND PARENTS FOLLOWING AN OFFSITE EVACUATION:** The Board of Directors and/or the Director (or designate) will host and information meeting for parents and staff to discuss an emergency evacuation or other emergency that may have occurred to require an offsite evacuation, and to review the circumstances, the outcome and avoidance strategies (if any or if applicable) for future reference. Any questions, concerns and/or suggestions will be encouraged and responded to.

## **19. PERSONAL NEEDS**

### **19.1 CLOTHING**

All children are required at least one full set of seasonal and appropriate clothing on hand at all times. Younger children (under 4 years of age) should have more than one set of clothing available (at least 2 sets). This set should include socks, underwear, shirt, and pants/shorts. All clothing items should be labeled with the child's name.

The children participate in outdoor play for at least two hours per day (unless weather is inclement). The cut off for infant/toddler is -10 degrees Celsius and for preschool and school age - 15 degrees Celsius. In summer outdoor time may be limited as per Environment Canada warnings to limit outdoor exposure in extreme heat. Gross motor activities will be offered to compensate for lost outdoor time due to inclement weather. Parents are responsible to ensure that the required and weather appropriate clothing is available for children on a daily basis. This includes sunscreen on hand at all times (please be sure lotions provided are nut free):

**SUMMER:** sun hat, sunscreen (mandatory for all children), closed toe and closed heel rubber sole sandals (socks and running shoes most hygienic and preferred).

**SPRING/FALL:** jacket, sun hat or cap, light mitts, ear muffs if necessary.

**WINTER:** winter boots, winter coat, snow pants, water proof mittens (knit mitts are not recommended), neck warmer (rather than scarves), and a warm hat.



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**SAFE and APPROPRIATE FOOTWEAR:** Must be available for the children to wear indoors on a daily basis. Closed toe and closed heel, rubber soled running shoes with socks are preferred, and are the safest and most appropriate for the children participating in the activities available on a daily basis.

Staff are responsible to ensure that drawstrings and cords on clothing are not exposed prior to outdoor play. Under no circumstance will a child be permitted on any climbing apparatus, wheeled toy, bike or other gross motor equipment while wearing clothing with string, drawstrings, ties, etc. or with anything loose or hanging, or inappropriate shoes (anything other than closed toe, closed heel footwear). We ask that children should not be sent to child care with clothing that has any loose materials, or wear jewelry, particularly necklaces and bracelets that could be choking or catch hazard. (See *Playground and Supervision Policy* for more information).

### **19.2 DIAPERING POLICY**

Parents are responsible to provide diapers, pull ups, wipes and skin care products for their own child. Please be sure to put your child's name on the diaper bag. Medicated creams can only be administered if procedures for administration of medication have been fulfilled.

Parents may change their child while at the Centre, but must do so in designated changing areas and must follow the posted diapering and hand washing procedures, at each changing area.

### **19.3 TOILET TRAINING PROCEDURES**

The staff at PRCC is committed to working in partnership with the children and families to ensure that the toilet training process is a successful and positive experience for everyone. Children who demonstrate interest and/or willingness to begin the process of toilet training will be encouraged to participate in regular toileting routines throughout the day. Staff will not force children to participate, but will reinforce and encourage the children through each step in the process. It is imperative that the parents and children are communicating and sharing the trials and tribulations on a regular and daily basis, in order to ensure there is consistency between the home and child care. Parents should bring in several sets of extra clothing on a daily basis throughout the process.

### **19.4 NAP / REST PERIODS - SLEEP POLICIES**

All of the children under the age of 44 months (3.8 years) will have a scheduled nap / quiet time after lunch, for a maximum of two hours per day. Provisions for quiet activities are made for those children who are not sleeping and become restless. All children will be assigned to individual cots or cribs (for infants) that are labeled with their name on it. A fitted sheet for each cot/crib will be provided by the centre and the family will be asked to provide a light (breathable) crib size blanket/sheet for cover. Sheets and blankets are laundered at the Centre weekly (or as needed if soiled). A mat will be provided for kindergarten and school age children who wish to rest during full day programming, which will be sanitized after each use.

For every child who regularly sleeps at the centre parents will be consulted at the time to enrolment for direction in respect to a child's sleeping arrangements/preferences and then at any other appropriate time, such as transitions between programs or rooms or upon parent's requests. Sleep

preferences will be documented on the registration forms upon enrolment and then changes can be provided to staff and will be kept in each child's individual portfolio, which will be reviewed by each staff, student or volunteer who will be working with the child. Infant sleep preferences will be posted on their crib also labeled with their name.

Written policies are in place to ensure staff are monitored on a regular basis to ensure implementation and compliance with centre policies and procedures, including sleep policies, and include contravention measures if necessary. Staff review and are knowledgeable about each child's *Sleep Preference Form*. Staff support each child in establishing a rest routine, are responsible for regularly monitoring the sleep of children in their care, and communicating regularly with parents about any significant changes to their child's routine.

Infant children will nap according to parental directions indicated on their registration and/or daily reports. Please note the CCEYA requires that the Centre ensure that a child who is younger than 12 months is placed for sleep in a manner consistent with the recommendations set out in the document entitled "*Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada*", published by the Public Health Agency of Canada, as amended from time to time, unless the child's physician recommends otherwise in writing. The *Joint Statement of Safe Sleep* document is posted on the infant room's bulletin board, as well as inside the sleep room. Copies will be available to parents upon request.

For every child who regularly sleeps at the Centre (infant, toddler, and preschool groups):

- Direct physical checks are performed for each sleeping child minimally every 30 minutes, or more often if deemed necessary (i.e. a child is or has been ill or for any other reason a child may require closer supervision), which requires that staff are physically present beside the child while the child is sleeping to look for indicators of distress or unusual behaviours (such as change in skin colour or breathing, signs of overheating etc), and then respond accordingly if any changes occur.
- Each room will post a weekly record to document and record each visual check that was completed for each sleeping child, and the weekly record will be stored in a binder in the office and kept on file for 3 years.
- The staff will ensure that there is sufficient lighting in the sleep area in order to perform direct visual checks (at minimum to monitor breathing, body temperature and skin colour) of each sleeping child.
- Parents are consulted regarding their child's sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's request (and will be communicated and then documented in the child's portfolio).
- Observance of any significant changes in a child's sleeping patterns or behaviours during sleep time will be communicated to parents, both verbally and in writing on the sleep monitoring sheets and also on the daily sheets for infants and toddlers. In addition to verbal communication any changes in sleep patterns or direction will be noted in the child's individual portfolios for older children (preschool, Jr. and Sr. School age) and will result in adjustments to the manner in which the child is supervised during sleep time.

- The ratio of adults to toddlers is 1:5 with a maximum group size of 15. During naptime and the first 90 minutes and last 60 minutes of the day except during outdoor play, the toddler ratio can be increased to 1:8 children.
- The ratio of adults to Preschool children is 1:8 with a maximum group size of 24. During naptime and the first 90 minutes and last 60 minutes of the day except during outdoor play time, the preschool ratio can be increased to 1:12.
- The required number of staff during sleep time must be on site, available and accessible to each classroom operating at a reduced ratio.
- Ratios can only be reduced to 2/3's during the first 90 minutes and last 60 minutes of the day, and during the rest period. Ratios cannot be reduced if children are outdoors.
- Reduced ratios in the infant room are never permitted. The ratios in the infant room are 1 adult per 3 children with a maximum group size of 10 children with 3 staff.

As per the CCEYA and recommendations set out in the "Joint Statement on Safe Sleep" , the following infant sleep room practices are implemented at PRCC:

- Infant children under 12 months will only be placed on their backs to sleep, and will not be permitted any soft bedding (such as pillows, stuffed animals, duvets, quilts, comforters, or bumper pads), unless the child's physician recommends otherwise in writing. Once infants are able to roll from their backs to their stomachs or sides, it is not necessary to reposition them onto their backs
- A thin, lightweight and breathable fabric sheet may be provided, however, it is recommended that infant are placed to sleep in a fitted one-piece sleepwear (sleep blanket) that is comfortable.
- There is a Visual Transition Board posted in the infant room which identifies where in the room each child who is present on any given day or time of day (for example, sleep room, awake room or outdoors, or absent).
- In addition to the regular direct physical checks, a sleep monitoring device is also used to ensure that sounds from the sleep room can be clearly heard in the playroom, and is always monitored by staff in order to initiate an immediate response as needed;
- Sleep monitoring devices are checked each time a child enters the sleep room to ensure that they are working (i.e. quiet music is always on in the sleep room whenever a child is present so staff can be sure that the monitors are always working when children are in the sleep room);
- Strollers, swings, bouncers and/or car seats are not intended for infant sleep. An infant's head may fall forward and cause their airway to constrict. If a child does fall asleep in a sitting position then they should be immediately moved to the crib or a flat on their back (or placed in the back stroller seat to recline as far back as possible and be monitored closely by staff at all times until returning to the centre and immediately transferred to the crib).
- Once awake, infants will be removed from the sleep room and will not be left to cry in their crib.
- Staff review each Child's Sleep Preference Form before working in the sleep room and when parents make any changes to the form.
- Staff remain aware of all the children resting or sleeping in the sleep room, responding to distress as needed.



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During full day programs, the school age children will participate in quiet activities after the lunch period, and provisions for rest are available upon request.

## **20. PROHIBITED SMOKING POLICY AND PROCEDURES**

PRCC in delivering a service that is licensed by the Ministry of Education, is committed and responsible to deliver services which promote health, safety, and welfare of the clients being served. The centre is responsible to be accountable to the Ministry of Education, and specifically to demonstrate that service delivery is consistent with relevant legislation, regulations and Ministry policy. The Ministry requires that providers of services of children under the Child Care Early Years Act (CCEYA) ensures that smoking is prohibited at all times in a child care centre whether children are present or not.

### **20.1 POLICY**

- No person can smoke or hold a lighted cigarette in a child care setting, or in a playground whether children are present or not.
- Every staff/student/volunteer/parent/visitor will be informed that smoking is prohibited. “NO SMOKING” signs are posted throughout the centre and in all washrooms.
- Any person who refuses to comply is in contravention of the *Smoke Free Ontario Act*.

### **20.2 PROCEDURE**

- This policy will be reviewed with all staff/volunteers/students/parents/visitors of the centre.
- The policy will be reviewed with all staff/students/volunteers prior to commencing their employment offering guidance to children.
- The policy will be reviewed with all parents before enrolling their child/ren at the centre.
- “No Smoking” signs are posted throughout the centre, as well as in all washrooms. No ashtrays will be permitted in the enclosed workplace or designated place or area.

### **20.2 NON COMPLIANCE PROCEDURES**

Any individual in contravention of this policy is subject to dismissal (of employment, volunteer position or other) and/or restriction to premises (parents and/or visitors), at first offense.

## **21. CELL PHONE AND CAMERA USE**

### **21.1 POLICY**

PRCC restricts the personal use of cell phones and/or other PDA’s (Personal Data Assistant Devices) by employees, volunteers, students, parents, and visitors in the program rooms, and/or while on supervision / duty – UNLESS employees are using such a device in a work related emergency. Parents are asked to step out of the classroom if using a cell phone.

PRCC is a PHOTO FREE ZONE!!! Taking photos of any child (including your own) is not permitted while on premises or while engaging in any program or event offered by PRCC. It is illegal to take photos of any child or adult whom you do not have explicit and written consent, and is not permitted under any circumstances at PRCC. PRCC is also not able to share photos of children other than with legal parents/guardians, and we do obtain written consent from all



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parents/guardians prior to taking photos of children in our care, such as those you may see posted throughout the centre.

### **21.2 PROCEDURE:**

The policy will be reviewed with all staff/students/volunteer prior to commencing their employment offering guidance to children (and annually thereafter), and parents prior to enrolling their children in the Centre.

### **21.3 NON COMPLI-ANCE PROCEDURES (Parents/Visitors):**

Verbal reminder and request to leave the program room and delete any photos that may be taken. Withdrawal from the program following future infractions.

NOTE: The policies and procedures outlined above are current and subject to change in accordance with legislative requirements, and or changing practices of the Centre. Parents will be advised in writing of any and all changes of the attached Parent Handbook and/or associated policies. Updated and current policies and procedures are posted on the *Policy and Procedure Bulletin Board* for your regular and ongoing review and perusal. Copies will be distributed upon request. It is the parent's responsibility to address any questions, concerns or seek clarification as needed.



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### CHECKLIST FOR THE FIRST DAY!

- ✓ EXTRA SET OF SEASONALLY APPROPRIATE INDOOR CLOTHING (2 SETS OF CLOTHING FOR CHILDREN UNDER 4 YEARS OF AGE - including socks, undergarments, pants, top).
- ✓ DIAPERS, WIPES, ETC. (IF APPLICABLE).
- ✓ LIGHT BREATHABLE BLANKET/SHEET FOR REST PERIODS (CHILDREN IN Jr. and Sr. SCHOOL AGE ROOMS ARE NOT REQUIRED TO PROVIDE BLANKETS).
- ✓ SIPPY CUP (if preferred). Please label. Will rinse and send home daily for washing.
- ✓ SEASONALLY APPROPRIATE OUTDOOR CLOTHING (sunscreen is mandatory, sunhat, outdoor clothing – mitts, hats, snow pants, snow boots, closed heel and closed toe rubber sole footwear, at all times-please label all items);
- ✓ INDOOR RUBBER SOLE RUNNING SHOES;
- ✓ MONTHLY FEE PAYMENT PAID IN FULL;
- ✓ DEPOSIT PAID IN FULL (two week's full fee rate) - required to secure spot;
- ✓ REGISTRATION FEE PAID IN FULL (non-refundable and charged on first invoice);
- ✓ REGISTRATION INFORMATION PACKAGE COMPLETED IN FULL AND PRIOR to attending;
- ✓ IMMUNIZATION VERIFICATION and IMMUNIZATION FORM FOR REGISTRANTS OF CHILD CARE CENTRES (which will be provided by centre).
- ✓ RECENT WALLET SIZE PHOTO (or 4X6 photo) OF CLEAR HEAD SHOT CHILD/REN ENROLLING (for emergency identification if needed in emergency or evacuation).
- ✓ FAMILY PHOTO (for use in classroom) - suggested size is 4X6.

**NOTE:** If registering more than one child, then the above listed items are required for each child enrolling!

**PLEASE:** Label everything you bring

**WELCOME TO PLAINS RD CHILD CARE!!!**