



PARENT HANDBOOK

Petit Pearson Childcare Centre

Updated, 2024

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INTRODUCTION

Petit Pearson Childcare Centre (the **Centre**) is licensed under the Ontario *Child Care and Early Years Act, 2014* and its regulations (the **CCEYA**) to provide year-round care for children.

The purpose of this Parent Handbook is to help parents understand the Centre's program goals and how it intends to implement them as well as important policies and procedures relating to the care of children at the Centre and parents' obligations. Any questions about the Parent Handbook or the information within it should be directed to the Centre's Director or Director's designate.

This Parent Handbook makes reference to Centre policies and procedures which are not necessarily contained within it. The Policy Manual containing all the Centre's policies and procedures is available upon request from the Director or Director's designate.

The Centre has emergency management policies and procedures. They are described in the within Emergency and Fire Safety Policies and Procedures.

The Centre will make the Parent Handbook available:

1. To parents considering whether to enrol their child at the Centre;
2. To parents whose children are currently enrolled at the Centre:
 - a. When their child begins receiving care;
 - b. Any time the Parent Handbook is modified; and
3. Upon request by a parent.

ADMINISTRATIVE POLICIES

Operating License

The Centre is licensed and regulated by the Ontario Government and operated under the authority of the *CCEYA* to provide year-round care for children.

The Centre has a subsidy agreement with the City of Toronto and, under that agreement, the Centre must adhere to city requirements and standards as set out in the **Early Learning and Care Assessment for Quality Improvement**.

Hours of Operation

The Centre is open Monday through Friday from 7:30 a.m. to 6:00 p.m. except on the following holidays:

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

Licensing Capacity

<u>Toddlers</u>	<u>Preschool</u>	<u>Junior and Senior Kindergarten</u>	<u>School age</u>	<u>Total</u>
15	24	52	105	196

Kindergarten Before and After Programs

The Centre operates the before-and-after school programs, for the Senior Kindergarten children who are registered at Lester B. Pearson Elementary and Middle School only.

Children in this program are engaged in a play-based curriculum with trained Registered Early Childhood Educators (**RECEs**) and, where possible, bilingual employees (French and English).

Senior kindergarten children will remain in one of the school's designated senior kindergarten classrooms for the entire day. Staff from the Centre and the school will transition children between classrooms for attendance in the Before and After Programs as appropriate.

Admission Policy

1.1 Priority

Available childcare spaces within the Centre are filled in the following priority order:

1. Lester B. Pearson Elementary and Middle School students who were enrolled at the Centre during the previous school year.
2. Lester B. Pearson Elementary and Middle School enrolled students who were not previously enrolled at the Centre.
3. Waiting list: first come, first served (children may be from outside the school population when the space is available).

Note: Enrolment in the Centre for toddler, preschool and junior kindergarten children do not guarantee enrolment in Lester B. Pearson Elementary and Middle School. Parents must enroll their children in Lester B. Pearson Elementary and Middle School through the Toronto District School Board's enrolment process.

1.2 Full-Time Enrolment

The Centre provides childcare on a full-time enrolment basis. That is, children are enrolled for five days per week for the entire school year (with the exception of holidays, professional development days, and any other pre-scheduled closures). Enrolment for only a part of the week or for a few days per month is not allowed.

1.3 Age 10+ School Age

The Centre is licensed for 90 school age students from 6 to 12 years of age.

Enrolment for school age children to the Centre's program takes place annually during the spring for the coming fall school year.

In order to manage enrolment at the Centre, spaces will need to be available in the school age program for the senior kindergarten children who are moving on to the school age program. To accommodate the progression of these students in our program, priority placement spaces in next year's school age program will be given to currently enrolled senior kindergarten students.

If enrolment in next year's program exceeds the capacity, the Centre will need to place children on a waiting list. Children in the 10+ age group will be asked to go on the waiting list first based on the date on which they enrolled for next year (i.e., the Centre will start with the child in the 10+ age group that enrolled last and work its way backward until enrolment meet the total capacity). Parents will be informed immediately if their child is placed on the waiting list.

Families that are on the waiting list will be contacted regarding the availability of spaces for the next school year by the end of this school year no later than June.

1.4 Child turns 12

In the event that a child turns 12 years old before September 1st of the given year of enrollment, the City of Toronto states that the child is no longer eligible to be registered in the Centre's program. However, if the child turns 12 years old after Sept 1st, they may remain enrolled in the program until the end of that school year (September 1st to June 30th) and also in any summer programs for that year.

This rule and procedure applies to all children, including subsidized children.

1.5 Admission Information Forms/Package

There are several forms included in the Admission Package regarding identifying, contact and emergency information for parents as well as the Child's health history. Parents must ensure that all the forms are completed and returned to the Centre.

A child cannot receive care at the Centre until the Admission Package and the forms within it have been fully completed and submitted to the Centre:

1.6 Enrollment Policy for Subsidized Care

Each child with a fee subsidy is allowed to be absent for up to 35 days per calendar year (Jan - Dec). Absences are not to exceed 20 consecutive days. The parents are responsible for the assessed fees when a child is absent. If a child exceeds the allowable number of absent days, parents are responsible for paying the full fee of care to the childcare.

The Statutory holidays and days that the Centre does not offer service are excluded from this calculation.

Requests for additional days of absence, beyond the 35 allowable days, may be approved by the City of Toronto's Children's Services through an appeal process. The request must be sent to the City of Toronto's Children's Services by the parent/guardian. The Centre is not involved in this process and has no impact on the appeal decision.

Waitlist Policy and Procedures

Petit Pearson Childcare Centre is committed to provide healthy and safe programs. PPCC uses a waitlist to allocate spaces as they become available to families who are interested in enrolling their children with the Centre. PPCC staff will ensure that the waiting list is administered in a transparent manner and that information is available to parents and guardians.

Families must contact the office via phone, email or by visiting the Centre to provide the information that is needed and to request to be added to the waitlist. There is no charge to parents/applicants for being on the waitlist.

It is important for families to understand that being on the waitlist does not guarantee when or if you will be offered a space in a program.

Waitlist Priorities

Available childcare spaces within the Centre are filled in the following priority order:

1. Children currently enrolled at PPCC (Toddler, Preschool, B&A kindergarten, Grades 1-6).
2. Children with siblings enrolled at PPCC.
3. Lester B. Pearson Elementary and Middle School students who were enrolled at the Centre during the previous school year.
4. Returning families; the time span between the withdrawal of a family and their new waitlist registration must not exceed two years.
5. Lester B. Pearson Elementary and Middle School enrolled students who were not previously enrolled at the Centre.

- Children not falling under the situations above will be added to the waitlist first come, first served (children may be from outside the school population when the space is available).

Note: Enrolment in the Centre for toddler, preschool and junior kindergarten children does not guarantee enrolment in Lester B. Pearson Elementary and Middle School students. Parents must enroll their children in Lester B. Pearson Elementary and Middle School students through the Toronto District School Board's enrolment process.

Waitlist Management

To ensure that families have access to Petit Pearson's Programs, the following practices are put in place:

- Spaces are created when a child leaves the Centre.
- Where two families meet the criteria for the same available space, the family with the highest seniority date will be offered the space.
- Once a family is called/contacted from the waitlist they are given a specified time frame to return the call and express continued interest in the space available.
 - Families who refuse a space the first time it is offered or who fail to return a first call within the specified time frame will remain on the waitlist;
 - Families who refuse a second offer for a space or who fail to return a second call within the specified time frame will be withdrawn from the waitlist;
- It is the parents' responsibility to call the Centre to update their information if it changes.

Change of Address, Phone Number or Place of Employment

It is imperative that the Centre be notified immediately of any change in family home address, parent's place of employment, or telephone numbers at work, home or mobile device. It is also necessary to maintain emergency telephone numbers for each parent at the Centre.

Absences

If a child will be late or absent, his or her parent must phone the Centre no later than the usual arrival time. The telephone number is 416-222-2769. Telephone messages left on the Safe Arrival Line machine at Lester B. Pearson Elementary and Middle School are not forwarded to the Centre.

When the child is absent over 3 days and more. The Centre staff follow-up with a phone call to check on the absent child.

Authorized Pick-Up

At the time of enrollment, parents will be asked to submit a list of the names, addresses and telephone numbers of adults who are authorized to pick-up their child.

In case of emergency, if your child must be picked up by someone, not on the list, please inform us in writing stating the full name of the person. For the safety of our children, the pick-up person will be required to display a valid photo identification.

Children will not be released to any other person and will not be sent home by taxi. These measures are put in place for the protection of your children.

In the event that persons picking up children from the Centre with the age of 18 years old, the individual must bring valid photo identification.

Employee and Program Development

The Centre's staff team is comprised of qualified RECEs and assistants or persons who have equivalent experience. In accordance with the Centre's Professional Development and First Aid/CPR Training Policy; the Employee Handbook; The Ministry of Education's policy document, *How Does Learning Happen? Ontario's Pedagogy for the Early Years*; and the requirements of the *CCEYA* and its regulations, employees are required to take part in on-going professional development and professional advancement activities such as workshops; networking meetings and visits to other childcare Centers as well as be certified in First/Aid and CPR.

Centre Management

The Centre is a community-based, non-profit childcare organization run by an elected volunteer Board of Directors (the **Board**). The Board consists of parent-volunteers and meets once each month during the school year. The Director or Director's designate attends these meetings and presents a monthly report. This process allows the Board members and the Director or Director's designated to monitor whether the Centre is achieving its program objectives, resolve any matters of concern and make changes to the program where appropriate. All parents are encouraged and welcome to attend the Board meetings.

Board members serve one-year terms. Parents and community members whose children are enrolled at the Centre are eligible to stand for positions on the Board. Only parents in good standing with the Centre may be active on the Board. Board members are elected at an Annual General Meeting. Attendance at the Annual General Meeting is mandatory for all current Board members, employees, and parents (one parent or guardian per family).

Parent Involvement

The Centre is committed to effective communication with parents. To this end, we encourage parents to:

- actively communicate with Centre employees about their child, at any time, to build a positive relationship.
- take a few minutes at the beginning of the day to let employees know about any event that could affect their child's day.
- bring in supplies (yarn, paper rolls, egg cartons) for creative activities.
- share their talents or interests with the Centre.
- participate in field trips.
- read the newsletter which outlines important information and upcoming events.
- read the information displayed on bulletin boards for weekly themes, program activities and menus; and,
- consider participation on the Board or on one of the planning committees organized by the Board.

Fee Policy

The Centre is a non-profit organization, and childcare fees are based on the actual cost of operation. These costs are reviewed annually, and fees are set accordingly. While decisions about variations to the fee policy are within the sole discretion of the Board, it will not generally allow them. All decisions made by the Board regarding fees shall be final.

Canada Wide Early Learning & Child Care Fund (CWELCC)

The Canada-Wide Early Learning and Child Care (CWELCC) system supports quality, accessibility, affordability, and inclusivity in licensed childcare.

On March 28, 2022, Ontario reached an agreement with the federal government for the Canada-Wide Early Learning and Child Care (CWELCC) System for children below five years old.

Petit Pearson Childcare opted -in for the CWELCC system on June 23, 2022. The application was approved for PPCC in September, 2022

Following the Ministry of Education guideline, PPCC freeze the fees for the younger age program (below Five years) such as Toddler, Preschool and JK/SK Kindergarten programs.

Fee Amounts

The Centre charges the following amounts for its services:

a. Regular Fees

Age Group	Fee Per Month (\$)	52.75%CWELCC Reduction Cost
Toddler	\$1081.00	\$510.77
Junior Kindergarten/Preschool	\$901	\$425.72
Full-day Kindergarten	\$737	\$348.23

School age programs	Fee Per Month (\$)
School Age: After School Only	\$423.42
School Age: Before & After School	\$581.08

b. Summer Camp and Professional Activity Days

Program	Fee (\$)
Summer Camp	\$ 320.00/week
Summer Camp for outside PPCC child	\$ 335.00/week
Professional Activity Days (PA-Day)	\$36.00/per day
Professional Activity Days (PA-Day) for outside PPCC child	\$ 48.00/per day

Subsidy is available to families that qualify. The children services, **not the Centre makes decisions about subsidy.** Please call 416-392-3300 for details.

1.7 Due Dates

a. Regular Service

Fees must be paid on the first business day of each month. In addition, a non-refundable fee of \$30.00 per family is payable upon initial registration. The fees will not be refunded or pro-rated should your child be absent for any reason (including illness or vacations), for statutory holidays, or for any other closure of the Centre.

Each family must fill out the pre-authorized debit form attached with void cheque.

b. Camps, etc.

Fees for Summer, Winter and March Break Camps are due on the date specified in the information/application package provided by the Centre for each respective camp. Late payments will not be accepted for these programs.

Fee amounts for camp programs and PAD (Professional Activity Day) programs are communicated to parents/guardians via the Centre's monthly newsletter to families.

1.8 Security Deposit

Parents must pay a \$100 security deposit per family upon confirmation of registration with the Centre. The deposit will be reimbursed upon receipt of a 2 weeks' notice in writing of the child's withdrawal from the Centre (see Withdrawal Policy). Once the notice of withdrawal has been submitted, the following procedures apply:

- 2 weeks' notice: 100% of the security deposit will be reimbursed (i.e., \$100.00).

- 1 week notice: 50% of the security deposit will be reimbursed (i.e., \$50.00).
- no notice: the security deposit will not be reimbursed.

Late Payment/NSF Charges

For all late payments, the parent will be charged a fee of \$5.00 on the first day of the child's attendance at the Centre without the fees having been paid and \$10.00 for every day thereafter.

Persistent non-payment of childcare fees may result in withdrawal of service.

There will be a \$50.00 to families for each N.S.F. charge and additional \$29.00 for the bank charge. This payment is due immediately upon the family being notified of the N.S.F. charge. If there are two N.S.F charges in the preceding 12 months, a bank draft/money order will be required by families for childcare fees up to a period of 6 months.

1.9 Electronic Payment

The Centre does move to an electronic payment method, this payment method will apply to all parents Exemptions will be allowed in exceptional circumstances only.

Late Fee

Petit Pearson Childcare Centre is open daily until 6:00pm. Under exceptional circumstances, if parents pick up their child (ren) after 6:00 p.m. they will be charged a late fee of **\$2.00** per minute. A written record will be kept of the late pick up and will be signed by the parent and the staff member.

The late fee must be paid within 24 hours. The clock at the Childcare Centre will be considered to be the correct time. **Please Note: The Centre is required to call the Children's Aid Society if a child has not been picked up by 7:00 p.m.**

DROPOFF AND PICKUP PROTOCOL

The Centre's mission is to provide a learning environment that is safe, nurturing and supports the well-being of all children.

In keeping with this mandate, the drop off and pickup is required by adult only. Parents are to follow the student drop off and pickup protocol that is designed to ensure the safety of all children enrolled at the Centre.

1) Parent Procedure

1. Escort your child to his or her designated classroom.
2. Ensure your child is with an employee and is signed in.
3. Work cooperatively with the Centre's employees to ensure that your child transitions safely from your care to the Centre.
4. Parents must not loiter at the Centre after dropping off their child unless the Director or Director's designate gives them permission to do so.
5. Never send your child alone from the school parking lot to their designated classroom.
6. Parents or Authorized Adults, as described below, are required to come into the Centre to pick up their child and sign them out at the end of the day.
7. Parents are responsible for their children until they have followed these procedures.
8. Parents must comply with the Parent Code of Conduct noted in the Parent Handbook.

WITHDRAWAL POLICY

1. Withdrawal of Services by Parent

Should you wish to withdraw your child from the Centre, written notice must be given to the Centre **no later than the 15th of the month for withdrawal of services at the end of that month.**

If your child only attends the Centre for part of a month, a refund will not be given for the time your child is absent in the remainder of that month, only for subsequent months.

Withdrawal of Services by Centre

The Board reserves the right to suspend or withdraw services if the rules set out in the Parents' Handbook are not followed or if the behavior of the child or the family interferes with the Centre's programs and hours.

The following will describe the grounds and process for the withdrawal of services by the Center:

1.1 Harassment, Bullying and Violence

An act by a parent towards an employee, child or any other person at the Centre that constitutes an instance of harassment, bullying or violence as defined by the Workplace Violence and Harassment Policy and Parent Code of Conduct will result in immediate withdrawal of services by the Centre.

The parents will receive written notification providing the details of the incident deemed to constitute harassment, bullying or violence and of the withdrawal of services. The Board will attempt to provide such notice within 48 hours of the incident, and, in any event, within seven business days. There will be no verbal or written warnings and no opportunity for reconsideration by the Board.

1.2 Violations of Centre Policies

1. **Verbal Warning:** First infractions of Centre policies or disruptive behavior by parents will result in a verbal warning to the parent from the Director or Director's designate or an employee, and reminder to the parent of the Centre's policies. All verbal warnings will be documented and placed in the child's file.
2. **Written Warning:** Second and subsequent infractions of Centre policies or disruptive behavior by parents will result in a written warning to the parent. The warning will detail the prohibited behaviour or policy violation as well as the expectations for appropriate behaviour.

The Board will be notified of the written warning and will maintain the confidentiality of the information in accordance with the Centre's Privacy Policy.

3. **Meeting:** The parents or the Board may request a meeting to discuss the written warning.
4. **Withdrawal:** Three written warnings within a 12-month period will result in withdrawal of services by the Centre.

Where a child is asked to leave the Centre or is denied admission due to the Centre's inability to accommodate the child's needs or family circumstance, the Centre will ensure that the following procedures are put in place:

- a. Documentation of meetings with parents and use of support services.
- b. The Director or Director's designate will follow up with the children's services consultant, as required.
- c. The Centre will accommodate the family, with a referral to other services and resources where applicable, to help and support the child and family.

- d. The Childcare Director or the designate person notify the Board of Directors.

ACCESSIBILITY POLICY

Statement of Commitment

The Centre is committed to making its services accessible to persons with disabilities, pursuant to the Accessibility for Ontarians with Disabilities Act, 2005. The Centre observes the following policies regarding accessibility of Centre services.

1. Information and Communications Standards

1.1. Feedback

A parent who wishes to file a complaint against the Centre in accordance with the Complaint Protocol, may do so on the Complaint Form (Appendix “A” to this Policy Manual and the Parent Handbook). However, if the processes in the Complaint Protocol or the Complaint Form are not accessible to a parent because of a disability or any other reason, the Centre will provide or arrange for alternate accessible formats and communications supports, upon request.

1.2. Accessible formats and communication support

Upon request by a parent, child or member of the public, the Centre will provide information including the Parent Handbook, Program Statement, Centre Policies, invoices and/or statements of account and any other relevant and publicly accessible information in an accessible format and with communication supports where necessary. The Centre will do so in a timely manner and at a cost no greater than the regular cost charged to other persons.

If a person makes a request for information in an accessible format or communication supports, the Centre will consult with that person to determine the most suitable accommodation.

1.3. Emergency and public safety procedures and policies

The Centre will provide its procedures and policies relating to emergencies and public safety in an accessible format and with communication supports upon request. These policies include but are not necessarily limited to the Fire Safety Policy and Procedures, Anaphylactic Policy, Workplace Violence and Harassment Policy, Exclusion Policy, Serious Occurrence Policy, Outbreak Management Plan Policy and Procedures, Sun Safety and Smog Alert Policy, Evacuation Plan, Severe Weather Procedure, Smoke Free Policy, and Hold and Secure Policy

Accessible Customer Service Plan

The following principles guide the Centre’s provision of services to persons with disabilities:

1. Services must be provided in a manner that respects the dignity and independence of persons with disabilities.
2. Services to persons with disabilities and others must be integrated unless an alternate measure is necessary to enable a person with a disability to obtain, use or benefit from Centre’s services. This means that the Centre will make its best efforts to provide services to persons with disabilities in the same manner and location as other persons.
3. Persons with disabilities must be given an opportunity equal to that given to others to obtain, use and benefit from the Centre’s services.

1.4. Assistive devices

The Centre will ensure that persons with disabilities who require assistive devices are able to use and benefit from the Centre's services in a manner equal to that of other persons. The Centre will work with persons with disabilities to make a plan for accessing the Centre's services that includes use of the assistive device.

The Centre will ensure that its employees are trained and familiar with various assistive devices that may be used by those with disabilities while accessing the Centre.

1.5. Communication

The Centre will communicate with people with disabilities in ways that take into account their disability. The Centre is committed to working with persons with disabilities to determine the best method of communication and implementing those methods wherever possible.

1.6. Service animals

The Centre welcomes people with disabilities and their service animals. Service animals are allowed on the parts of the Centre's premises that are open to the public, unless the service animal is otherwise excluded by law.

1.7. Support persons

A person with a disability, who is accompanied by a support person, will be allowed to have that person accompany them on the Centre's premises.

1.8. Notice of temporary disruption

In the event of a planned or unexpected disruption to services or facilities for persons with disabilities i.e. washrooms, the Centre will notify the public, including persons with disabilities, promptly.

This clearly posted notice will include information about the reason for the disruption, its anticipated length of time, and a description of alternative facilities or services, if available. The notice will be placed at the entrance to the Centre and transmitted by other means - for example, email - to ensure that the notice reaches those persons potentially affected.

Training for employees, students, and volunteers

The Centre shall, from time to time, consider or arrange to provide further training to the Director or Director's designate, employees, students, volunteers, and others who deal with the public or other third parties on its behalf, to enable those persons to continue to comply with their obligations under the *AODA*. Training will be provided as part of the relevant person's orientation, and when changes are made to this Accessibility Policy or other policies for persons with disabilities.

Training will include:

- An overview of the *Accessibility for Ontarians with Disabilities Act, 2005* and its requirements
- An overview of this Accessibility Policy and the person's responsibilities in connection with it
- How to interact and communicate with people with disabilities, including those persons who use an assistive device or require the assistance of a service animal or a support person.
- How to use equipment or devices available on the provider's premises or otherwise provided by the provider that may help with the provision of goods or services to a person with a disability.
- What to do if a person with a disability is having difficulty in accessing the Centre's services

Feedback process

Families, guardians, or customers who wish to provide feedback or lodge a complaint about the Centre's services to people with disabilities can do so by contacting the Director or Director's designate:

- By written feedback through the feedback box at the Centre beside the door of office #106 or e-mail at director@petitpearson.ca or any other form of written communication.
- In person at the Centre; or
- By telephone at 416-222-2769

4.1. Complaint Process

1. All feedback and complaints with respect to the Accessibility Policy will be received by the Centre's Director or Director's designate and passed on to the Board.
2. The Board will consider the feedback or complaint and respond within two days.
3. If the Board finds that the Centre has acted in violation of this Accessibility Policy
 - a. The Board will invite the complainant to a meeting.
 - b. At that meeting, the Board and the complainant will discuss strategies for how the board can provide more accessible services to the complainant and others with disabilities.
 - c. After the meeting, the Board will develop an implementation plan setting out:
 - i. What changes must be made to accessibility policies and practices at the Centre.
 - ii. Who is responsible for those changes; and
 - iii. The timeline for implementation.

CHILD WITH MEDICAL NEEDS POLICY

1. Definitions

Child with Medical Needs: any child who “who has one or more chronic or acute medical conditions such that he or she requires additional supports, accommodation, or assistance.

The Centre shall develop an Individualized Support Plan for every Child with Medical Needs at the Centre. The Individualized Support Plan shall be developed in consultation with the parent of the child as well as any regulated medical professional who is involved in the child's healthcare and who, in the parents' opinion, should be included in the consultation.

Contents of Individualized Support Plan

The Individualized Support Plan shall include:

1. Photo of the child;
2. Emergency contact information.
3. Copy of any prescriptions and instructions for administering medication;
4. Emergency contact list;
5. A description of any medical devices used by the child and instructions for its use;
6. A description of the supports that will be available to the child at the Centre to assist with the medical condition;

7. Steps to be followed to reduce the risk of the child being exposed to any materials, substances or situations that may worsen the medical condition or cause a medical emergency;
8. Any additional procedures to be followed with respect to the child in the case of an emergency evacuation of the Centre or if the child is participating in a field trip; and
9. An emergency protocol to be used in the case of a medical emergency, including at least the following minimum requirements (unless the parent or medical professional directs otherwise):

Employee, Student and Volunteer Training

1. Employees, students and volunteers must review the Anaphylactic Policy and each Individualized Support Plan:
 - a. before they begin their employment or working with children at the Centre;
 - b. annually; and
 - c. when a new child with a serious allergy begins receiving services at the Centre.
2. Employees, students and volunteers will receive a demonstration on the use of the Epi Pen by the anaphylactic child's physician, parents or medical practitioner before beginning work at the Centre.
3. All employees, students and volunteers will receive a demonstration on the use of Epi Pen by a specialist annually.

Serious Occurrence Reporting

1. If a child experiences a medical emergency, the Director or Director's designate must report the incident to the Ministry through CCLS as a Serious Occurrence **WITHIN 24 HOURS** (see Serious Occurrence Policy)
2. The Director or Director's designate must also notify the President or Vice President of the Board of the Serious Occurrence within 24 hours.

CHILD ABUSE AND NEGLECT POLICY

The Centre recognizes that each of us has a responsibility to safeguard the welfare of children. Ontario's *Child and Family Services Act*, RSO 1990, c C.11 (the **CFSA**) states clearly that members of the public, including professionals, such as early childcare educators and those working with children, have an obligation to report suspected abuse promptly.

Employees, students, and volunteers of the Centre who, in the course of their duties, have reasonable grounds to suspect that a child is or may be a "Child in Need of Protection" as defined in section 1.1 below must report the suspicion to the applicable Children's Aid Society, in accordance with the reporting protocol set out in Section 2.1 below.

- | | |
|---|--------------|
| • Children's Aid Society of Toronto | 416-924-4646 |
| • Catholic Children's Aid Society of Toronto | 416-395-1500 |
| • Jewish Family and Child Services of Toronto | 416-638-7800 |
| • Native Child and Family Services | 416-969-8510 |

The duty to report is an ongoing obligation. If a person has made a previous report about a child and has additional reasonable grounds to suspect that a child is, or may be, in need of protection, that person must make a further report to Children's Aid Society.

Child in Need of Protection

Per the *CFSA*, a child is "in need of protection" in any of the following circumstances:

- The child has suffered physical harm or is at risk of suffering physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
 - (i) failure to adequately care for, provide for, supervise or protect the child, or
 - (ii) pattern of neglect in caring for, providing for, supervising or protecting the child.
- The child has been, or is, at risk of being sexually molested or sexually exploited, including child pornography, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
- The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the person having charge of the child does not provide or refuses, is unavailable or unable to consent to the treatment.
- The child has suffered, or is at risk of, emotional harm and there are reasonable grounds to believe that it results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm
- The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody (e.g. food, shelter, clothing etc.), or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody; or
- The child is less than twelve years old and has killed or seriously injured another person or caused serious damage to another person's property, or has on more than one occasion injured another person or caused loss or damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.

Reporting and Documentation Procedures

1.1 Reporting procedure

If:

1. A child, parent or any other person alleges that an employee, student or volunteer at the Centre has abused or mistreated a child; or
2. An employee, student or volunteer has reasonable grounds to believe that a child at the Centre has been a victim of abuse or mistreatment either at the Centre or elsewhere, the employee, student or volunteer who received the allegation or suspects abuse or mistreatment must immediately report that suspicion to the relevant Children's Aid Society.

The employee, student or volunteer must then inform the Director or Director's Designate that he or she made the report and the details of the allegation or suspicion.

If an employee, student or volunteer suspects but is uncertain if there are reasonable grounds to believe that a child at the Centre is in need of protection, he or she must immediately report that suspicion to the Director or Director's designate or, if the Director or Director's designate is not available, to the Board. In these circumstances, the Director or Director's designate, employee, student or volunteer and Board, if necessary, will consider all the relevant facts in the circumstances to determine if it is their view that the child is in need of protection and if so, report to the Children's Aid Society.

a. Information in the report

The employee, student or volunteer who made the report must document the allegation or the circumstances that gave rise to his or her belief or suspicion that a child at the Centre was in need of protection in writing.

The report must include the following:

- a. Child's name;
- b. Date and time of the report;
- c. Date and time of the alleged incident of abuse or mistreatment, if known;
- d. Name of the person alleged to have abused or mistreated the child;
- e. The specific allegation or reasons why the employee, student or volunteer suspects the child is in need of protection (ex. the child has a large bruise on his face and cannot explain where it came from);
- f. All information relevant to the allegation or suspicion, including but not limited to:
 - i. Physical observations of the child;
 - ii. The content of any conversations with the child;
 - iii. Any change or abnormal behaviour on the part of the child; and
 - iv. Observations of the time, date and details of any specific incidents that gave rise to the suspicion or belief (Ex. the individual observed a parent hitting his or her child).

Investigation

If an employee, student, volunteer, or any other person at the Centre reports an allegation of abuse or mistreatment of a child to the Children's Aid Society, employees, students, volunteers, the Director or Director's designate, and members of the Board must participate in and facilitate the investigation as appropriate.

If the Children's Aid Society decides not to investigate an allegation or suspicion of abuse or mistreatment of a child, the Centre will conduct its own investigation using the investigation and reporting procedures in the Complaint Protocol.

3.1 In-Person

If the authorities (Children's Aid Society team worker/ police officer) have told any employee/student/volunteer in the intention to come to the Centre, the Director or Director's designate is to be notified immediately. The Director or Director's designate will follow the below procedure:

1. The Director or Director's designate will arrange for an appropriate private location for the interview to be conducted. When the authorities arrive, the Director or Director's designate will ask for identification.
2. If a Children's Aid Society/police arrive unannounced, the Director or Director's designate will ask for identification and call his/her respective office to confirm that s/he is a representative of a child protection/police service.
3. The police/child protection worker may determine that it would be in the best interest of the child to conduct an interview without the prior knowledge of, and without the child's parent(s) present. All employees, students, volunteers, and others involved must respect this decision, and not speak to the parent(s) until further notice as this is for a child safety and protection.
4. The Director or Director's designate will prearrange with the investigation team if a support person from the Centre can be present during the interview. The Director or Director's designate will remind that person that s/he may be required to attend and testify in court proceedings related to the case.

5. If, after interviewing a child, the investigative team feels it is necessary to apprehend the child, the Centre will cooperate. The Director or Director's designate will clarify with the investigative team who will be responsible for contacting and informing the parent(s).
6. The Director or Director's designate will document the names of the investigative team, the date, time, how long the authorities were at the centre, and any relevant outcome. The documentation will be kept in a secure and fireproof cabinet, separate from the child's general files.

3.2 By telephone

When an employee, student or volunteer receives a call from the Children's Aid Society or police officer to gather information with respect to the protection of a child, that person will follow the steps outlined below:

1. Ask the person on the telephone for his/her full name, telephone number and name of the agency that s/he represents.
2. In order to ensure that the person calling is from the Children's Aid Society /police officer, the employee, student or volunteer will inform the person calling that s/he will be called back immediately.
3. The employee, student or volunteer will immediately call the person back, confirming that the telephone number is that of a Children's Aid Society and/or police division, and that the individual inquiring about a child is representative of said agency.
4. The employee, student or volunteer may answer questions posed by a Children's Aid Society worker /police officer and provide information over the telephone as long as the information is related to suspicions of abuse and the protection of the child.
5. The employee, student or volunteer must immediately inform the Director or Director's designate of any telephone conversations that have occurred between him or her and Children's Aid Society worker/police officer.
6. The employee, student or volunteer will document the telephone call, including the date, time and length of the call, and the name of the children aid society worker/police officer. All documentation is to be forwarded to the Director or Director's designated to be kept in a secure and fireproof cabinet, separate from child's general file.

Practices for accused employee, student, or volunteer.

An employee, student, or volunteer against whom an allegation of abuse or mistreatment of a child is made, will be suspended from the Centre, with pay in the case of employees, until the investigation of the allegation (either by the Children's Aid Society or the Centre) is completed.

If, upon completion of the investigation, the Children's Aid Society or the Centre, as the case may be, finds that the employee student or volunteer did abuse or mistreat a child, the employee, student or volunteer he or she will be terminated immediately without notice or pay in lieu of notice.

An employee, student or volunteer who is charged with a criminal in relation to the allegation or suspicion of child abuse or mistreatment will be terminated immediately upon the Centre confirming the charges.

If, upon completion of the investigation, the Children's Aid Society, or the Centre, as the case may be, finds that the allegation or suspicion is unfounded and the employee, student or volunteer did not abuse or mistreat the child, the employee, student or volunteer will return to his or her position.

Confidentiality

All information related to a report of child abuse or neglect or an investigation of same will be kept confidential and collected, used, and disclosed in accordance with the Centre's Privacy Policy.

ANTIDISCRIMINATION AND HARASSMENT POLICY

Freedom from Discrimination and Harassment

The Ontario *Human Rights Code* (the **Code**) states that every person has a right to equal treatment and freedom from harassment with respect to services, goods, and facilities and in employment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability (the **Code Grounds**).

Certain groups in our society are treated inequitably because of individual and systemic biases. Such inequitable treatment leads to social, educational and career outcomes that do not accurately reflect the abilities, experiences and contributions of the children and employees. This inequitable treatment limits their future success and prevents them from making a full contribution to society.

Recognizing its obligations as a service provider and employer under the Code, the Centre is committed to providing children, parents, employees, students, and volunteers with a safe, respectful, and healthy environment free from discrimination.

The Centre will provide children, parents, employees, students and volunteers equal treatment without harassment or discrimination on the basis of any of the Code Grounds. In particular, the Centre will ensure:

1. Policies, practices, and procedures are written and implemented in an equitable manner, without bias or discrimination and/or harassment on the basis of a Code Ground.
2. Communications by the Centre, its employees, students and volunteers with children, parents and other employees, students and volunteers are inclusive, non-discriminatory, and sensitive to each person's individual needs; and
3. Any alleged incidents of discrimination and/or harassment by the Centre, its employees, students and/or volunteers are promptly and thoroughly investigated and resolved by the Centre in accordance with the Centre's Complaint Protocol or Employee Complaint Protocol, as applicable.

Complaints about discrimination or harassment

Children, parents, employees, students and volunteers or any other person who has experienced, witnessed or, in the case of a parent, believes that his or her child has experienced or witnessed discrimination or harassment at the Centre is encouraged to report the incident.

Children and parents should make complaints by submitting a Complaint Form in accordance with the Centre's Complaint Protocol. Employees, volunteers and students must make a complaint through the process outlined in the Employee Complaint Protocol in the Centre's Staff Handbook.

The Centre will provide for a fair and prompt investigation of and response to any complaint or concern discrimination or harassment towards employees or volunteers of the Centre without fear of reprisal in accordance with the Complaint Protocol or Employee Complaint Protocol, as applicable

Accommodation

The Centre is committed to providing accommodation to any person who requires it on the basis of one or more of the Code Grounds. For example, an individual may require a wheelchair ramp into the Centre because of a physical disability or a day off to observe a religious holiday. The Centre will accommodate all Code related needs up to the point of undue hardship such as extreme financial costs or health and safety concerns caused by the proposed accommodation.

If a child, parent, student, volunteer, employee, or any other person at the Centre requires accommodation because of a Code Ground, he or she should inform the Director or Director's designate or an employee of the Centre of the need for accommodation. The Director or Director's designate, and Board will work with the individual to find a suitable accommodation that respects the dignity and self-worth of the individual.

To enable the Centre to provide the most suitable accommodation, the Centre will require information about the nature of the individual's disability or other Code related need and how it impacts his or her life.

All information will be collected, used, and disclosed in accordance with the Centre's Privacy Policy.

Communication

Staff and volunteers will be encouraged not to make any remarks that might be perceived as being offensive to a co-worker/volunteer. Staff and volunteers will be encouraged to communicate the offence by letting the person know an action and/ or comment is unwelcomed and to report any such matters immediately to the centre Director.

Any staff or volunteer who has violated this policy for harassment and discrimination will be disciplined according to the severity of the actions, up to and including dismissal.

Procedure

The Ontario *Human Rights Code* (the **Code**) prohibits the Centre from harassment towards employees on the basis of any of the Code Grounds in employment.

1. The staff member will take the following steps:
 - Immediately make your disapproval and/or unease known to the parent responsible for the action and report the incident(s) to the Childcare Director.
 - Keep a record of the dates, times, nature of any incidents and witnesses (if any) as well as the effect of the behaviour or actions had on the children, other parents and/or staff.
 - If the activity or behaviour does not stop after the parent has been approached or if the staff are not able to confront the parent. The staff are encouraged to speak to the Director and confirm the conversation and concerns in a letter includes date and signature.
2. The childcare Director will take the following steps, reporting to and in consultation with the Board of Directors:
 - Interview the staff member and any witnesses personally to collect all background information.
 - Assure the staff member that their concern will be investigated immediately.
 - Meet with the parent to discuss the concern and collect further information on the situation. Ensure that the information concerning the situation will be kept confidential. Document the situation clearly and completely.
 - Inform the staff member of the result of the investigation and any steps to be taken in the future.
 - Keep the Board of Directors up to date at all times.
3. If the situation is not satisfactorily resolved, the Board President will take the following next steps:
 - Ensure that the concerns have been fully documented and investigated.
 - Take appropriate steps from the board to resolve the situation.
 - Advise the Board of Directors if the situation is a serious nature and/or the situation continues.

4. The Board of Directors will:

- Review the concerns and all documented correspondence to determine appropriate course of action as dictated by the Ontario Human Rights Commission.

Employee, Student and Volunteer Training

All employees, students and volunteers must review this Policy before beginning work or interacting with children at the Centre.

The Centre may, from time to time, require the Director or Director's designate, employees, students and volunteers of the Centre to review educational materials on their human rights obligations provided by the Ontario Human Rights Commission such as:

- Human Rights 101 Webinar available at <http://www.ohrc.on.ca/en/qa-human-rights-101>; or
- Duty to Accommodate e-learning available at <http://www.ohrc.on.ca/en/learning/duty-accommodate>

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SUPERVISION POLICY

1. Definitions

Student: a student in a secondary or post-secondary program who attends the Centre for the purposes of an educational placement and receives no monetary compensation.

Volunteer: a person who attends the Centre and to assist with some aspect of the program but receives no monetary compensation for doing so. For example, a parent attending a field trip with his or her child's group.

Employees: paid employees of the Centre.

Qualified Employee: a person who

- a. is a member in good standing of the College of Early Childhood Educators.
- b. who has been approved by the Ministry of Education as a Qualified Employee; or
- c. with respect to a junior school age or primary junior school age group is:
 - i. An employee who has a diploma or degree in child and youth care.
 - ii. An employee who has a diploma or degree in recreation and leisure services; or
 - iii. A member in good standing with the Ontario College of Teachers.

Required Ratios of Employees to children

At all times, the Centre will maintain a child to Employee ratio of:

- 15 children to 1 Qualify Employee for the school age.
- 13 children to 1 Qualify Employee for the before and after school, kindergarten program.
- 8 children to 1 Qualify Employee for preschool.

- 5 children to 1 Qualify Employee for the toddlers.

2. Required Ratio of Employees to Qualified Employees

The Centre will maintain the following ratio of non-qualified Employees to Qualified Employees:

- 2 Qualified Employees to 1 Employee for toddlers and preschool
- 1 Qualified Employee to 1 Employee for before and after school, kindergarten program
- Only Qualified Employees for school age

3. Supervision of Children

1. Employees and Qualified Employees will supervise children in accordance with the Required Ratios at all times.
2. No child may be supervised by a person under 18 years of age; and
3. Students and Volunteers are not counted for the purposes of the Required Ratio.

4. Supervision of Volunteers and Students

1. Students Volunteers must be supervised by an Employee at all times.
2. Employees and the Director or Director's Designate are responsible for ensuring that Students and Volunteers follow the policies and procedures of the Centre interact with children in a manner that is consistent with the goals and implementation plans in the Centre's Program Statement.
3. Students and Volunteers may not be left alone unsupervised with children.

Role and Responsibility for the Director and/or Designate Staff of the Volunteers and Placements Students Supervising:

Prior to starting in the classroom at Petit Pearson Childcare Centre all volunteers, and placements students will have a detailed orientation which will include:

1. volunteers, and placements students will have an orientation meeting.
2. volunteers, and placements students are required to review and sign off on all policies and procedures prior to working with children for the first time and at least annually thereafter.
3. volunteers, and placements students will be made aware of all applicable policies and procedures in the organization including but not limited to:
 - Occupational Health and Safety
 - Confidentiality Policies
 - Volunteer or Placement Student Job description
 - Code of Conduct.
 - Children Allergies
 - Individual Emergency Plan (children with Anaphylactic Allergy)
 - Individual Program Plan (IPP)

All volunteers and placements students have a personnel folder that includes:

- Emergency Contact Information form
- MFIPPA Form (Municipal Freedom of Information and Protection of Privacy Act).
- FIPPA Form (Freedom of Information and Protection and Privacy Act)
- Toronto Public Health Immunization and Tuberculin Screening

Record Retention:

All records documenting that the volunteer, participating parent and/or placement student has reviewed and signed off on all applicable policies and procedures will be kept on file at the centre for two years.

Roles and Responsibilities of Volunteers and Placements students

Prior to starting in the classroom at Petit Pearson Childcare Centre all volunteers, and placements students must provide the following:

- Original copy of the police reference check
- CPR and first aid certificate Level C
- Toronto Public Health Immunization and Tuberculin Screening signed by the family doctor.

Volunteers and Placements Students will be supervised by staff of the Centre at all times and will assist Employees in implementing the goals and practices I the Centre's Program Statement. Activities may include assistance in preparing snacks, packing for field trips, etc.

FIELD TRIP POLICY AND PROCEDURES

The Centre aims to provide a learning environment that is safe, nurturing, fun and supports the well-being of all children. Field trip activities are planned to enhance the children's development and interest as well as to maintain the quality of the program. Locations are selected based on the topic and/or theme that is being taught. Prior to the field trip, parents/guardians must complete, sign and return a consent form to the Centre, and provide payment of any required fees. Transportation options might include walking, public transportation, or a hired bus.

1. Procedure

1.1 Before Field Trip

The Director or Director's designate will distribute a Consent Form detailing the time, date and location of the Field Trip at least two weeks ahead of the date or such other longer or shorter time period as the Centre may decide in its sole discretion. The Consent Form may also set out a date by which a signed Consent Form and payment of any required fee is to be submitted to the Centre ("**the deadline for signing up**"). If the Consent form does not specify a deadline for signing up, then the deadline for signing up will be 5 business days before the scheduled date of the field trip.

If parent(s)/guardian(s) would like their child(ren) to attend, parents should complete, sign, and return the Consent Form and any fee before the deadline for signing up. The Centre may only permit a child to attend on a field trip if a completed and signed Consent Form for a field trip and payment is received before the deadline for signing up.

1.2 During Field Trip

b. Items to be brought on field trip.

The Director or Director's designate is responsible or may designate one employee to be responsible for bringing the following on each Field Trip:

Table 1

1. Emergency contact information and photos for each child.
2. A first aid kit containing:
 - a. Bandages
 - b. Cold pack
 - c. Latex free gloves
 - d. Kleenex
 - e. Wet face clothes

- a. Hand sanitizer
- b. Pen and paper
- c. First aid book
- d. Tweezers
- e. List of emergency phone numbers
- f. Medication for those students who ordinarily are administered medication at the Centre in accordance with the Medication Policy
- g. Medical consent forms for children
- h. Safety pins
- i. Band Aids
- j. Cell phone
- k. Children's pictures
- l. Individualized Support Plan created in accordance with the Anaphylaxis Policy of the Centre, for each.
- m. child with an anaphylactic allergy.
- n. TTC fare;
- o. Completed clothing description form for each child;
- p. Clothing that is appropriate to the weather on each child;
- q. Drinking water;
- r. Attendance Sheet
- s. PPCC t-Shirt for each participant (includes the centre identification-name of the program and phone number)

b. Supervision

The Director or Director's designate will ensure that the following employee to child ratios are maintained or exceeded at all times while on Field Trips:

Age category	Age range of age category	Ratio of employees to children	Maximum number of children in group
Toddler	18 months or older but younger than 31 months	1 to 5	15
Preschool	30 months or older but younger than 6 years	1 to 8	24
Kindergarten	44 months or older but younger than 68 months	1 to 13	26
Primary/junior school age	68 months or older but younger than 13 years	1 to 15	30
Junior school age	9 years or older but younger than 13 years	1 to 20	20

Employees will supervise children at the required ratios at all times during a Field Trip. Students and volunteers are not counted for the purposes of calculating the appropriate ratio.

The Director or the Director's designate will designate one of the employees attending the field trip to be the principal supervisor for the field trip. If circumstances occur during the field trip that requires that consideration be given to changing the plans for the field trip, the supervisor will discuss those circumstances with the Director

or the Director's designate and make any recommendations that the principal supervisor believes are warranted. The Director or the Director's designate will make a determination whether any changes will be made to the plans for the field trip.

c. Attendance

Employees will ensure that attendance is taken before leaving the Centre, upon entering the bus or other method of transportation, upon arriving at the Field Trip site and before leaving the Field Trip site and record that information on an attendance sheet. The original attendance is kept in the office.

d. Missing Child

If at any point, either during an attendance check or otherwise, not all children are present and accounted for, an employee will immediately conduct another attendance check. If, after the second check, the child is still not present and accounted for, an employee will conduct a check of the immediate surroundings. If the child cannot be located immediately, an employee or the Director or Director's designate will call 911 and inform them of the circumstances.

If a child goes missing on a Field Trip, the Centre will report it as a serious occurrence in accordance with the Centre's Serious Occurrence Policy.

e. Injury and Medical Incidents

If an injury or other medical incident occurs, the following procedure will be followed:

An employee will attend to the injured child and, if the incident is minor, administer first aid;

1. If the injury is serious including but not limited to more than minor bleeding, a suspected broken bone or serious sprain, difficulty breathing or serious pain an employee will immediately call 911 and, if necessary, accompany the child to the hospital with the child's emergency contact card;
2. As soon as is reasonably possible, an employee will notify the child's parents of the injury; and Where appropriate, an employee will file a serious occurrence report in accordance with the Serious Occurrence Policy.

f. Food Safety and Transportation

Employees will ensure that any food consumed during the Field Trip has been prepared safely and is wrapped properly to prevent leakage or contamination by outside sources. Drinking water will be available at all times. All special food items required for children with allergies, special diets or dietary restrictions must be labeled clearly in accordance with the Centre's Nutrition and Water Safety Policy.

Busing protocol

a) Seating guide for a large school bus:

- ✓ 10 years & under / JK to Grade 4: 3 passengers per seat.
- ✓ 11 years & over / Grade 5 and up 2 passengers per seat
 - **There are 23 seats in each large bus. However, the aisle of the bus must remain clear, at all times.**

b) Transportation to a Designated Address.

- ✓ Designate staff will ensure that the bus driver has the correct designated address, arrival, and departure times before leaving PPCC premises.
- ✓ Designate staff will ensure that the attendance is taken before leaving PPCC premises.

c) Inclement Weather and Emergency Closings

- ✓ In the event of extreme weather conditions (very hot and or smog / humid) the Director or Director designate will inform the program educators and parents of bus cancellation if it is needed.

d) Communication:

- ✓ Director or Director-designate will communicate to the Transportation Department Member, if necessary and or needed.

5.4 Water Safety Policy and Procedures

The Centre is committed to providing an educating, safe and stimulating program for children. During the summer, the Centre may offer water play as well as trips to indoor public swimming pools.

The Centre will observe the following procedures:

1. The Centre will take children swimming only at public pools that are regulated by the Public Pools regulation (RRO 1990, Reg 565) made under the Health Protection and Promotion Act or any equivalent successor legislation in force at the time.
2. While engaging in water play,
 - i) Employees will ensure that children observe the rules of the public swimming pool in addition to the following:
 - (a) no swimming without an adult.
 - b) no running or pushing.
 - c) no food or drinks.
 - d) no riding toys.
 - ii) The prescribed ratio of employees to children will be maintained at all times.
 - iii) All children are supervised by Centre employees when they are in or around water and will never be left alone in the pool for a moment.
 - iv) All children are directly supervised by Centre employees during the transition between spaces and activities (i.e., washroom, change rooms...)
 - v) Sprinklers will be used on grassy surfaces only and the play area will be kept free of toys or other obstacles.

Cancellation Policy

If a parent wishes to remove a child from a field trip, they can withdraw their consent for that child. However, the decision of whether to refund part or all of any fee paid for the field trip is entirely within the discretion of the Centre.

The Centre reserves the right to cancel or reschedule field trips for any reason, including, but not limited to, issues relating to the destination for the field trip, weather or transportation issues, having too few or too many children signed up for the field trip, or if the Centre cannot provide the required ratio of supervisors to children for the field trip and still maintain the required ratio of supervisors to children for those children who will be remaining at the Centre.

EMERGENCY AND FIRE SAFETY POLICIES AND PROCEDURES

Definitions

Emergency: an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults at the Centre. Examples of an Emergency are a flood, gas leak or dangerous person on the Centre premises.

1. Policy

The Centre provides a safe environment for children, employees, students, volunteers, and any other persons entering the premises by following this Emergency and Fire Safety Policy (the **Policy**).

Every employee, student and volunteer of the Centre must read the Policy and below procedure as part of his or her orientation and understand his or her responsibilities under it before beginning work at the Centre.

The local fire chief has approved the below procedure to be followed in case of fire.

This Policy, including the below procedure is posted on the bulletin board in each room of the Centre in which children receive care.

Safe Place of Shelter

The Centre has designated the following location as a safe place of shelter in case the Centre must be evacuated due to a fire or an Emergency:

➤ **Primary Evacuation Location Site:**

St. Joseph Morrow Park Catholic Secondary School at: 3338 Bayview Avenue (Intersection Bayview and Cummer) Willowdale, ON, M2M 3R9

➤ **Secondary Evacuation Location Site**

If St. Joseph Morrow Park Catholic Secondary School is not accessible for health and safety reasons evacuation will take place to:

Cummer Valley School at 70 Maxome Avenue, M2M 3K1.

Procedure in Case of Fire or Emergency

c. Roles and Responsibilities

The **Director or Director's designate** must:

- assist the younger children to evacuate the childcare classes.
- check the classes and ensures that no child is left behind in the classroom.
- check boys' and girls' washrooms areas, closets and other hiding places for children, to ensure all their duties have been fulfilled and all persons have left the school building.
- ensure that all children's attendance is been taken.
- ensure all the doors of the childcare premises are closed.
- join the employees and children outside the premises in the field area in Lester B. Pearson Elementary School.
- if necessary, order and supervise evacuation to the designated place of shelter, inform the President and Vice President (or their designate) of the Board immediately.
- ensure that each child with medical needs has an Individualized Support Plan including protocols to be followed in the case of an evacuation.

Employees must

- teach the children immediate response (stand up and face the employees) when a fire alarm is heard or there is an Emergency.
- have the children line up in a designated place in the childcare classrooms.

Students and volunteers may assist the Director or Early Childhood Educator, hold the doors for the children and comfort them.

Procedure

1. The person who discovers a fire or Emergency must:
 - a. assist anyone in immediate danger.
 - b. try to isolate any burning area by closing the door.
 - c. sound the alarm.
2. As soon as possible, an employee must call 911 to inform them of the fire or Emergency.
3. Another employee must immediately:
 - a. Lead the children to the safety outside, once they are in line, with one adult leading and another adult at the end of the line, then to the school field area or the designated place of shelter. **IT IS**

THE RESPONSIBILITY OF EACH EMPLOYEE TO ENSURE THAT ALL THE CHILDREN HAVE LEFT THE BUILDING.

- b. Ensure that any child with medical needs who needs extra support as part of his or her Individualized Support plan or any other child who requires extra support for any reason during the fire or Emergency, receives that support.
 - c. Collect the emergency safety bag¹ and the attendance record.
 - d. Turn off the stove or other such appliances.
 - e. Retrieve medication.
 - f. Retrieve the emergency information and current attendance record and check the number of children against the attendance record. **Note:** If parents arrive before the attendance is taken, they must wait for this procedure before the child is released to their care; and
 - g. Notify the Director or Director's designated immediately when the count of children does not tally.
4. Once employees have ensured that the procedures in step 3 have been followed, they must:
- a. check all corners of the classroom for children left behind.
 - b. take the evacuation bag²;
 - c. close all the classroom windows and doors where possible.
 - d. assist in escorting the children to the school field area or the designated place of shelter.
5. Communication with Families: After steps 1-5 are complete, the Director or Director's designate will.
- a. contact the families using the children's emergency list; and
 - b. place the emergency/evacuation sign on the Centre's main entrance door.
6. Debrief of fire or Emergency: after communicating with parents, the Director or Director's Designate will:
- a. Debrief employees, students, volunteers, children and parents on the emergency including whatever information is known about what caused the emergency, if there were any injuries or damage to the Centre property and if it is safe to re-enter the Centre;
 - b. Develop a plan to resume normal operations of the Centre if possible;
 - c. Assess children, employees, students and volunteers at the Centre to determine if and to what extent they have experienced distress as a result of the fire or Emergency and develop a plan to support them through that distress.

HEALTH AND SAFETY POLICY

Clothing

For your child's comfort, please provide an extra set of clothing that includes a shirt, pants, underwear and socks. Please remember to label each item with your child's name. Children must be dressed in clothing appropriate for the weather. Please remember that children participate in a number of activities that may soil or mark clothing (e.g. outdoor play, artwork, etc). Employees provide protective smocks whenever possible but cannot be held responsible for damaged clothing.

Safe Drinking Water

The *Child Care and Early Years Act, 2002* and its regulations mandate that the Centre follows the requirements of the *Ontario Safe Drinking Water Act, 2002*.

The Centre maintains a Water Safety Log in the cabinet where the daily flushing and lead reports are kept.

1.1. Procedures

a. Daily Flushing

Each tap at the Centre must be flushed before the Centre opens each day. Flushing requires.

¹ The emergency safety bag includes children's medicines and medical records and a picture of each child.

² The evacuation bag contains supplies such as water, blankets, and food.

1. The cold water must be turned on for at least five minutes at the last tap on each branch or each run of pipe in the plumbing that serves a drinking water fountain or a tap that is commonly used to provide drinking water.
2. If a filter or other device that treats water is installed on or near the tap referred to in paragraph 1 and it is practicable to bypass the filter or other device without removing it, the filter or other device must be bypassed during the period that the cold water is turned on under paragraph 1.
3. After complying with paragraph 1, the cold water must be turned on for at least 10 seconds at every drinking water fountain and every tap that is commonly used to provide water.
4. If a tap or drinking water fountain has an aerator, the aerator must not be removed.

The Director or Director’s designate must make a record of the date and time of every flushing and the name of the person who performed the flushing on a chart in the following form:

TAP LOCATION	DATE	TIME	SIGNATURE

The record will be kept in the Water Safety Log.

b. Lead Testing

The Centre must test a water sample from the taps at the Centre once per year between May 1 and October 31. The Sampling report will be kept in the Water Safety Log.

If the lead level exceeds the maximum allowed amount of 10 micrograms per litre, the Director or Director’s designate must report this as a Serious Occurrence, in accordance with the Serious Occurrence Policy.

1. Sanitary Practices and Procedures

The Centre will maintain its facilities and equipment in safe and clean condition. The employees, students and volunteers and children will participate in daily upkeep.

1.1 Employee, student and volunteer hand washing procedures

Employees, students and volunteers will thoroughly wash their hands:

1. Up on arrival to the Centre.
2. Before initial contact with the children.
3. Before preparing, handling and serving food.
4. Before administering first aid or giving medication.
5. After care involving contact with blood, body fluids.
6. Before and after handling raw and uncooked hazardous food, such as poultry, red meat and fish
7. Before eating.
8. After sneezing or coughing.
9. Before and after using the toilet or assisting with toileting.
10. After completing one job duty and before starting another.
11. Before and after wearing disposable glove.
12. Whenever hands are visibly dirty or whenever in doubt.

1.2. Child hand washing procedure

Employees, students, and volunteers will direct children to wash their hands:

1. Upon arrival.

2. Before and after snack and lunch.
3. Before and after using the washroom.
4. After physical activities (outdoor or gymnasium).
5. Before and after touching food.
6. Whenever hands are visibly dirty
7. After sneezing, coughing, or blowing nose.

1.3. Hand Sanitizer Procedures

When hand washing, facilities are not immediately available such as on certain field trips, employees, students, volunteers will follow the same procedures in 2.1 and 2.2 using **70% to 90% alcohol-based** hand sanitizer. Hand sanitizer must be applied liberally, and the individual should rub their hands together until dry.

2. Toronto Public Health Inspections

Toronto Public Health (TPH) performs inspections at the Centre twice per year. TPH checks all food related safety guidelines such as menu, food temperature, employee hygiene, storage, health hazards and general food handling. After the inspection, TPH provides a detailed report which is signed by the Director or Director's designate. The report is reviewed by the Board.

Smoke-Free Environment

The Centre is a smoke-free environment. Parents, visitors, employees and students are required not to smoke or hold lighted tobacco or medical Cannabis, or to use electrical cigarettes or any other product or device prohibited by the *Smoke Free Ontario Act, 2017* or any regulations thereunder in the school premises, playground, or on field trips whether there are children present or not.

All individuals must comply with the *Smoke-Free Ontario Act, 2017*.

All employees, students and volunteers must review the Policy;

- a. before beginning to work for. or interact with, children at the Centre
- b. at least annually, and when any changes are made to the policy and procedures

Per the requirements of the *Smoke-Free Ontario Act, 2017*, the Centre has posted "No Smoking" signs at the entrance of the Centre, the washrooms and the playground.

3. Playground and Outdoor Play Safety Policy

1. Employees will monitor the playground at all times while children are using it, rotating around the play area to ensure safe play.
2. At least two employees will be on duty at all times while children are using the playground.
3. Preschooler and toddler aged children (i.e., children between the ages of 18 months to four years) are not allowed to use the playground equipment that belongs to Lester B. Pearson Public School. These children may use the Centre's playground.
4. The Centre will plan age-appropriate activities to support the physical development of the preschool and toddler age children.
5. Preschooler and toddler aged children will be in a fenced area with closed gate at all times:
6. All playground equipment will meet the Canadian Standards Association Standard CSAZ61414 (the **CSA Standard**)
7. The Centre conducts daily, monthly, seasonal, and annual inspections in accordance with the CSA Standard.
8. The Centre keeps a playground log recording these inspections, any issues identified through them, and repairs made to the playground.
9. The persons designated for conducting inspections are:

- a. Daily: a designated employee of each age group; Monthly: Director or Director's designate and the Head Caretaker.
 - b. Seasonal: Director or Director's designate and Head Caretaker; and
 - c. Annual: qualified playground inspector.
10. The Toronto District School Board will carry out maintenance and repairs.
 11. A schedule listing which employees are supervising outdoor activities and the program plan will be posted in the childcare.
 12. The Playground and Outdoor Play Safety Policy will be reviewed with all employees, students, and volunteers prior to beginning work or interacting with children at the Centre and annually thereafter.
 13. Children who are present at the Centre for six or more days will have at least two hours of outdoor play daily, weather permitting.

4. Rest

The Centre will ensure that:

1. Each toddler or preschool child who receives childcare for six hours or more in a day has a rest period not exceeding two hours in length; and
2. Each toddler, preschool or kindergarten child is permitted to sleep, rest, or engage in quiet activities based on the child's needs.

5. Weather

8.1. Severe Weather Procedures

Since the Centre is situated in a TDSB building (Lester B. Pearson Elementary and Middle School), school closures during the school day automatically result in closure of the Centre. The TDSB announces school closures through radio broadcasts and the TDSB website at www.tdsb.on.ca. If an announcement is made by the TDSB to close Lester B. Pearson Elementary and Middle School, the Centre will also close.

Centre employees will communicate the closure to parents as soon as they are informed by the TDSB. Children will not be sent home until parents have been notified of the closure and suitable arrangements have been made for the child's supervision. During severe weather conditions, students will remain inside the Centre with adequate supervision until they have been picked up.

a. Outdoor Activities

Children require exercise and play outdoors every day, however, there are times when weather conditions warrant indoor play for student and employee safety. Guidelines for such occasions are provided in the **Weather Guidelines** (Posted on Parents' Bulletin Board)

8.2. Smog / Heat Alert Procedures

1. When a smog/heat alert is expected within 24 hours, the Ontario Ministry of the Environment automatically notifies the Centre by e-mail. When this occurs, the Centre will implement the following procedures: Outdoor play will be cancelled until the alert is over. Children will use the gym to keep physically active.
2. Children will spend in the Centre's air-conditioned classrooms; and
3. Employees will prompt children to drink plenty of water.

1.3. Sun Safety Procedures

The Centre will implement the following procedures to protect children from the harmful effects of the sun:

1. As much as possible, have outdoor play between 11:00 am and 4:00 pm in a shaded area; and

2. Prompt children to wear a hat to protect the face and the neck and assist them to apply sunscreen before going outside.
3. Parents are asked to send their child to school wearing sunscreen and a hat in the spring and summer months and provide the Centre with sunscreen with UVA & UVB protection (factor 35 or higher) labeled with the child's name.

1.4. Emergency Closure Policy

PPCC recognizes that emergencies beyond the Centre's control such as the outbreak, flood, or inclement weather and or school closure.

General Guidelines for Centre Closures

In the event the centre closes due

1. Closure due to Health & Safety or other circumstances:

- a. Due to unexpected circumstances, such as Illness outbreak, fire, flood, short staffing to operate the programs etc.). The Director will inform families and staff by phone and/or emails.

2. Closure due to weather conditions:

- a. In rare circumstances the TDSB (School Board) determines the schools' closures due to severe weather conditions, Petit Pearson will also close automatically following the TDSB protocols.
 - (i) The PPCC Director informs families and staff about the emergency closure by phone and/or emails.
- b. **If school closes during the day / program time, the PPCC staffs will advise parents to make arrangements to pick-up their child(ren) earlier than usual.**
 - (i) Petit Pearson staff will communicate the closure to parents as soon as the staffs are informed about the school closure by the TDSB.
 - (iii) No child will be sent home until parents have been notified of the closure and suitable arrangements have been made for the child's supervision.
 - (vii) During the severe weather conditions, children will remain inside the Centre with adequate supervision until they are picked up.

Responsibilities

Director

- Ensure all the programs staff contact all of the parents/guardians about the school closure.
- Ensure all the children are safe and supervised in the classrooms and or gymnasium.
- Ensure all the children are picked up, or dismissed as pre-planned, or their parents have been contacted and arrangements are made.
- Begin to dismiss staff as soon as the staff-children ratio permits.

Employees:

- Maintain the children safety at all times.
- Familiarize themselves with the severe weather operational procedures and responsibilities.

Parents/guardians:

- Keep children at home if weather conditions appear to be extreme.
- Provide the childcare Centre with an emergency telephone number(s).
- Visit TDSB web site www.tdsb.on.ca and follow the severe weather guidelines.

➤ **Unless Otherwise Noted, The Fees Will Not Be Refunded Due to Centre Closures Resulting from Circumstances Beyond the Centre's Control.**

6. Medication Procedure

The Centre adheres strictly to the following rules for dispensing medication to children.

1. The Director or Director's designate is in charge of all drugs and medications. He or she will ensure that the procedures in this policy are followed and for administering medication.
2. All medicine to be administered at the Centre must be prescribed by a physician.
3. Parents bring the medication to the Centre as dispensed by a pharmacist, that is, in the original package with the pharmacist's label specifying the child's name, the name of the drug or medication, the dosage of the drug or medication, the date of purchase and expiration, if applicable, and instructions for storage and administration.
4. The Centre will ensure the medication is administered in accordance with the instructions on the label.
5. The medication must have been prescribed for the child and not for any other family member. If you have two children in the Centre who are taking the same medication, you must have two separate prescriptions.
6. The prescription must be current.
7. The parent must give authorization to the Centre to administer the medication by filling out a form specifying the time and dose of medication to be given.
8. The medication form recording of the date, time and dose of medication must be completed daily by the Director or Director's designate for each child that receives medication. The parent must initial the form daily.
9. The Centre will store medications:
 - a. in accordance with the instructions for storage on the label.
 - b. in a locked container; and
 - c. in a location inaccessible to children.

Over-the-counter drugs (e.g., cough medicines, aspirin, decongestants) will not be administered at the Centre. Should your physician recommend these medicines, ask him / her to write a prescription for use in the Centre.

First Aid, Health Monitoring and Outbreak Management Policy and Procedures

10.1. First Aid

The Centre will ensure that there is a first-aid kit and first-aid manual that is readily available for first-aid treatment at the Centre. The first aid kit will contain:

- a. Bandages
- b. Cold pack
- c. Latex free gloves
- d. Kleenex
- e. Wet face clothes
- f. Hand sanitizer
- g. Fifty cents
- h. Pen and paper
- i. First aid book
- j. Tweezers
- k. List of emergency phone numbers
- l. Medication for those students who ordinarily are administered medication at the Centre in accordance with the Medication Policy
- m. Medical consent forms for children
- n. Safety pins
- o. Band Aids
- p. Cell phone
- q. Children's pictures
- r. Individualized Support Plan created in accordance with the Anaphylaxis Policy of the Centre, for each child with an anaphylactic allergy.

1.2. Health Monitoring

1. The Centre will ensure that a daily observation is made of each child receiving childcare before the child begins to associate with other children in order to detect possible symptoms of ill health.
2. If a child appears to be ill, the Centre will separate him or her from other children and note his or her symptoms in accordance with Exclusion Procedure below.
3. If a child is injured at the Centre, the Centre will complete a report of that injury noting the injury and the first/aid or care received and provide that report to a parent of the child. This report will be kept in the child's medical file.
4. The Centre will keep a daily record that includes a summary of any accident affecting the health, safety or wellbeing of a child, employee, student, or volunteer.

1.3. Exclusion Procedure

If a child, employee, student, or volunteer appears to be ill, the Centre will follow the below procedure:

1. Isolate and exclude the ill child, employee, student, or volunteer from the program to a supervised area until they can be leave or be picked up by a parent or emergency contact.
2. If a child is affected, the parents or emergency contact will be contacted to pick him or her up. If the parents are not able to pick the child up, the Centre will arrange for him or her to be seen by a medical professional.
3. Record the name of the child, his or her temperature and all signs and symptoms in the child's medical file, if applicable.
4. Record the date and time when child, employee, student, or volunteer became ill as well as the classroom / program they attend in the logbook.
5. If an outbreak (defined as the occurrence of two or more cases of illness linked by person, place, and time) occurs at the Centre, in addition to following steps 14, the Centre will:
 - a. Contact the communicable diseases line of Toronto Public Health to report the outbreak by calling 416-392-7411
 - b. The Director or Director's designate will make a Serious Occurrence Report, in accordance with the Serious Occurrence Policy and inform the Board.
 - c. The Director or Director's designate will provide daily updates to Toronto Public Health on the course of the outbreak.
 - d. If there is a significant change in severity of illness (e.g., increase in the number of absent students or if there are hospitalizations), employees must update Toronto Public Health immediately.
 - e. All parents and guardians of children at the Centre will be informed via individual letter or email about the outbreak as soon as we receive notice from Toronto Public Health of an Outbreak or health alert.

1.4. Routine hygiene practices to prevent illness and outbreaks.

Routine hygiene practices are strategies and practices that should be followed to control and prevent the spread of infections and diseases. Whether or not there is an outbreak, the Centre will implement the following practices:

- Reinforce the Hand Hygiene Policy and Procedures
- Use protective equipment (**See wear gloves TPH fact sheet**)
- Clean and disinfect all the contact areas used in the classroom.

- Reinforce the respiratory practice etiquette (**see the TPH fact sheet**)
- Monitor symptoms of children, employees, students, or volunteers who are ill.

When there is an Outbreak, the Centre will implement the following additional hygiene practices.

- Suspend all the sensory activities such as water/sand play, play dough, cooking activities; (See the TPH fact sheet)
- Increase the cleaning and disinfecting of common areas as well as high touch surfaces and toys Adjust concentration of disinfectant increase stated in the bleach solution of disinfecting fact sheet from TPH. (See the TPH fact sheet)

Immunization Records

The Centre is required to keep a record of the immunization administered to each child.

Required immunizations are measles, mumps, rubella (MMR); Haemophilus influenza B (Hib); and the initial Quad series (diphtheria, pertussis, tetanus, and poliomyelitis). The Centre requires a copy of the child immunization record from the parent noting the date and type of immunization before the child will be admitted to the Centre. It is very important that parents keep the immunization records provided to the Centre up to date.

The list of immunizations may vary based on TPH's requirements. A recent copy of TPH's fact sheet is available on its website.

11.1. Exemptions

A child may be exempted from these immunization requirements where:

1. A parent of the child objects to the immunization on the ground that the immunization conflicts with the sincerely held convictions of the parent's religion or conscience; or
2. A legally qualified medical practitioner gives medical reasons to the licensee as to why the child should not be immunized.

Objections and medical reasons under paragraphs 1 and 2 shall be submitted in a form approved by the Ministry of Education.

An exemption that was made before August 29, 2016, expires on September 1, 2017, unless a new objection or medical reasons is submitted in a form approved by the Ministry of Education by that date.

If a child has not received the prescribed immunization for any reason, the Centre's Director will seek guidance from Toronto Public Health to determine whether the child should be excluded from the program should any other participant be diagnosed with one of the contagious diseases controlled by immunization.

ANAPHYLACTIC POLICY

1. What is Anaphylaxis?

Anaphylaxis or an anaphylactic reaction is a severe, potentially life-threatening allergic reaction to certain foods or other substances.

Anaphylaxis occurs when the body's sensitized immune system overreacts in response to the presence of a particular allergen. Anaphylaxis affects multiple body systems including skin, upper and lower respiratory, gastrointestinal, and cardiovascular.

1.1. Other Symptoms

Face: Itchy eyes, nose, face
Flushing of face and body
Swelling of face and body
Swelling of eyes, lips, tongue and throat

Stomach: Vomiting
Diarrhea
Wheezing

Airway: Inability to breathe
Dizziness

Other: Loss of consciousness
Coma

1.2. Common sources of allergic reactions and anaphylaxis

The following are some common sources of allergic reactions and anaphylaxis. This is not a complete list and there may be children or employees, students, or volunteers at the Centre with allergies to other substances.

- Peanuts/ peanuts butter/peanuts oil and peanuts products are the most common foods to cause Anaphylaxis.
- Tree nuts: hazelnuts, walnuts, pecans, almonds, and cashews
- Shellfish,
- Fish,
- Eggs,
- Sulphites
- Cow milk,
- Sesame seeds and sesame oil,
- Wheat,
- Soy,
- Bananas, avocados, Kiwis and chestnuts
- For children with latex allergies: Gloves, Balloons, erasers, rubber spatulas, craft supplies.

2. Reducing the risk of exposure to allergens and anaphylaxis causing substances

The Centre takes special care to avoid exposure to allergens and anaphylaxis- causing substances. The following policies and procedures are in place to reduce risk of exposure:

1. Parents will be informed in accordance with the “Communication Plan” below when there is a child with an anaphylactic allergy at the Centre and what his or her specific allergies are.
2. Parents must consult with employees, or the Director or Director’s designate before sending in food or other potential allergens to classrooms where their children with an anaphylactic allergy.
3. Any food brought into the Centre must be sealed and the contents labeled.
4. Children will be encouraged to:
 - a. Wash hands before and after eating.
 - b. Not share food with other children, employees, students, or volunteers; and
 - c. Place food on a napkin rather than in direct contact with a table.
5. Employees will conduct a food safety discussion with children at the beginning of the year and at regular intervals throughout the year, generally in each quarter.
6. The Centre must inform the catering company in writing annually that nut and peanut products are not permitted in the Centre.

7. The Centre must not purchase any food items containing nuts or peanuts.
8. Employees shall:
 - a. Sanitize surfaces before and after eating.
 - b. Use non-latex products.
 - c. Provide a peanut or nut free environment that is consistent with Lester B. Pearson Public School's policy on a nut-free environment.

3. Communication Plan

To minimize risk of exposure, and to ensure rapid response to an anaphylactic reaction, parents, children, and all Centre employees must understand and fulfill their responsibilities. To that end, the Centre will observe the following procedures for communicating information about allergies and anaphylaxis:

1. This Anaphylactic Policy will be included in the Parent Handbook provided to all parents of children who receive services at the Centre, and in the Policy, Manual provided to all employees, students, and volunteers at the Centre.
2. The Director or Director's designate of the Centre shall ensure that the Anaphylactic Policy is provided to parents at the beginning of each school year, and that a reminder to observe the Anaphylactic Policy is included in the monthly newsletter.
3. The Director or Director's designate of the Centre shall ensure that the Anaphylactic Policy is provided to all employees of the Centre, including volunteers, students, and others working with children, before they begin their employment.
4. If a child has a serious allergy that may cause anaphylaxis:
 - a. The Centre will inform parents, children, employees, students and volunteers of the specific allergy (i.e., the food or substance);
 - b. The Centre will request that children, parents, employees, students, volunteers, and others not bring the allergy causing substance into the Centre.
 - c. Unless it is necessary because of an imminent risk to the health and safety of the child with the allergy or the Centre has obtained his or her parent's consent, the Centre will not share the identity of the child with other parents, in accordance with the "Privacy Policy."
5. The Centre will ensure employees have received training on allergies and anaphylaxis in accordance with the "Employee, Student and Volunteer Training" policy below, and receive regular training in accordance with any changes that are made to this policy.

3.1. Roles and Responsibilities

The Director or Director's designate is responsible for ensuring that:

1. Upon registration, parents are asked to supply information on life-threatening allergies, and complete the form Emergency Allergy Alert Form (the **Allergy Form**)
2. Employees, student, and volunteers are informed of each child's allergy.
3. Each child with an anaphylactic allergy has an Individualized Support Plan.
4. The parents of each child with an anaphylactic allergy provide two Epinephrine auto-injectors (**Epi Pen**). The Epi Pen is an auto-injector containing epinephrine (adrenaline). This medicine is an alpha-and beta-receptor stimulant used to treat severe allergic reactions.
5. The Epi Pens are stored as follows:
 - a. If the child is six years old or above: one Epi Pen will be carried at all times by the student and one will be kept in the classroom in an accessible location, known to employees.

- b. If the child is younger than six years: one Epi Pen will be stored in the classroom in an accessible location, known to employees and the other in a locked medicine cabinet.
6. The location of each child's Epi Pen is recorded on the Allergy Form
7. Parents of a child with an anaphylactic allergy provide a backpack or fanny pack for transportation of the Epi Pen by the child.
8. A poster is displayed in a visible location at the Centre listing:
 - a. The signs and symptoms of a reaction
 - b. How to give an Epi Pen
9. The emergency protocols to be followed in the case of the child having an allergic reaction.

Employees are responsible for ensuring:

1. The Epi Pens and cell phone are taken on field trips.
2. The child with a serious allergy eats only what he/she brings from home.
3. The child's Anaphylaxis File is accessible and known to any supply teacher.

Parents of the child must:

1. Inform the childcare of their child's allergies and complete the Allergy Form.
2. Ensure that the Allergy File is kept up to date with any changes to prescriptions or other medical information.
3. Provide the Centre with two Epi Pens, clearly labeled with the child's name and prescription details.
4. Ensure that the child's Epi Pen is replaced before it expires.
5. Provide a medic Alert bracelet for their child.
6. Provide their child with a body pouch or fanny pack to carry the Epi Pen.
7. Sign a consent form for the administration of the Epi pen.

4. Contents of Individualized Support Plan

The Centre shall develop an Individualized Support Plan for each child with an anaphylactic allergy. The Individualized Support Plan shall be developed in consultation with the parent of the child as well as any regulated medical professional who is involved in the child's healthcare and who, in the parent's opinion, should be included in the consultation.

The Individualized Support Plan shall include:

1. Photo of the child.
2. Emergency contact information.
3. Copy of any prescriptions and instructions for administering medication.
4. Emergency contact list.
5. An emergency protocol to be used in the case of an allergic reaction, developed in consultation with the child's parent and/or medical professional and including at least the following minimum requirements (unless the parent or medical professional directs otherwise):
 - a. The Epi pen is administered at the first sign of a reaction, even with a first symptom (e.g., itching or swelling of the lips/mouth in food allergic children).
 - b. An employee will stay with the child.
 - c. Another employee will call 911.
 - d. Parents will be contacted to inform them of the allergic reaction.
 - e. The second Epi Pen is administered if there is no improvement in the child's symptoms after 15 minutes.
 - f. The child will be transported to an emergency room even if symptoms have subsided. Symptoms may recur hours after exposure to an allergen.
 - g. An employee will stay with the child in the emergency room until the parents arrive.

Employee, Student and Volunteer Training

1. Employees, students, and volunteers will receive a demonstration on the use of the Epi Pen by the anaphylactic child's physician, parents, or medical practitioner before beginning work at the Centre.
2. All employees, students and volunteers will receive a demonstration on the use of Epi Pen by a specialist annually.

Serious Occurrence Reporting

1. If an Epi Pen is administered or a child suffers an allergic reaction, the Director or Director's designate must report the incident to the Ministry through Child Care Centre Licensing System (**CCLS**) as a Serious Occurrence **WITHIN 24 HOURS** (see Serious Occurrence Policy)
2. The Director or Director's designate must also notify the President or Vice President of the Board of the Serious Occurrence within 24 hours.

Sleep Supervision Policy and Procedures

PPCC educators believe that a safe sleep environment for children helps to prevent incidents during nap time. The educators take reasonable steps to ensure that the needs for sleep and rest of children are met, regard to the ages, development stages and individual needs of children.

The educator will ensure that the children's cots and sheets are clean and good condition following Public Health's requirement.

Sleep Supervision Procedures Practices

1. Each child who receives childcare for six (6) hours or more in a day has a rest period not exceeding two (2) hours in length and is permitted to sleep, rest or engage in quiet activities based on the child's needs.
2. Each child sleeps in his or her own labeled cot. Only one child will be in a cot.
3. Sleeping child will be supervised by the educator at all times.
4. Educators will sit near resting child and support him/her by encouraging them to relax.
5. The educator will encourage the child to rest his/her body at least for 20 minutes. If the child is awake, the child will be provided quiet learning experiences for the duration of rest time.
6. Educators will be sensitive to each child's needs so that sleep and rest times are a positive experience.
7. Child's rest requirements will be accommodated according to his/her individual needs and parents' request.
8. Sleeping child will be visually checked daily, every 15 minutes, by assigned educator. The sleep information will be recorded on a child's daily chart and posted in every child's cubby for parents to review. The chart will be kept on file.
9. Educator will be monitoring a sleeping child and will check for:
 - ✓ Normal skin color
 - ✓ Normal breathing by watching the rise and fall of the chest.
 - ✓ His or her level of sleep
 - ✓ Signs of overheating: flushed skin color, increase in body temperature (touch the skin), and restlessness.
10. Child is encouraged to rest on his/her back.
11. If child turns over when sleeping, he/she is allowed to find their own sleeping position.
12. If a medical condition exists that prevents a child from being placed on his or her back, the alternative resting practice must be directed in writing by a medical practitioner or parents.
13. Educator will reduce the risk of overheating by not over-dressing or over-wrapping the child.
14. Educator will ensure that the room temperature is comfortable for the children during the sleep time.
15. Educator will ensure that nothing is around the child neck

16. Sufficient light will be kept in the sleeping area or room to conduct direct visual checks
17. No loose bedding, pillows, etc. will be used. Educator will tuck the blankets in at the foot of the crib and along the sides of the crib mattress.
18. Toys and stuffed animals will be removed from the crib when the toddler / preschooler is sleeping.
19. Child may be offered a pacifier if parents offer. Pacifiers will not be attached by a string or to the child clothing. Pacifiers will not be reinserted if the child fall asleep.
20. Parents will be consulted respecting a 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,
21. The observance of any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents and will result in adjustments to the manner in which the child is supervised during sleep.

Employee, Student and Volunteer Training

All employees, students and volunteers must review the Policy.

- a. before beginning work or interacting with children at the Centre
- b. annually and when the changes are made to the policy and procedures.
- c. The record of the review with the date of each review conducted is kept in the file for three years.

PROGRAM STATEMENT

1. Statement of Purpose

The Petit Pearson Child Care (the “Centre”, “we”, “our”, “us”) views children as being competent, capable, curious and rich in potential. The Centre offers a learning program consistent with the Ontario Ministry of Education’s policies, pedagogy and curriculum, including How Does Learning Happen? Ontario’s Pedagogy for the Early Years (“HDLH”), The Early Learning for Every Child Today and Think, Feel, Act Lessons from Research about Young Children.

Guiding Principles of the Centre: Our guiding principles to achieve our program statement are based on HDLH and serves as a vision for the future potential of all children and a view of what they should experience each and every day. These four principles apply regardless of age, ability, culture, language, geography, or setting and are as follows:

FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATIONS FOR CENTRE’S PROGRAMS
Belonging	Every child has a sense of belonging when he or she is connected to others, an individual’s experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
Well-being:	Every child is developing a sense of self, health, and well-being. Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.	Early childhood programs nurture a child’s healthy development and support their growing sense of self, as well as self-regulation skills.
Engaged:	Every child is an active and engaged learner who explores the world with body, mind, and senses. Engagement suggests a state of being involved and focused. When children are able to explore the world	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration and play to develop skills such as

	around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.	problem solving, creative thinking and innovations.
Expresses:	Every child is a capable communicator who expresses himself or herself in many ways. Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving.	Early childhood programs foster communication and expression in all forms including creativity, problem solving and language development.

The Centre recognizes each child as a unique individual who brings his or her own abilities to the program and deserves the encouragement and space to try new things, explore new ideas and develop their own unique creativity. The Centre strives to deliver positive and stimulating learning experiences in a safe environment that enhances a child's social, intellectual, physical, and emotional development.

Goals that guide the Centre's programming for children

The Centre is committed to promoting positive outcomes for children and will adopt the following 11 goals:

- (a) Promote the health, safety, nutrition and well-being of the children;
- (b) Support positive and responsive interactions among the children, parents, child care providers and staff;
- (c) Encourage the children to interact and communicate in a positive way and support their ability to self-regulate;
- (d) Foster the children's exploration, play and inquiry;
- (e) Provide child-initiated and adult-supported experiences;
- (f) Plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans;
- (g) Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care;
- (h) Foster the engagement of and ongoing communication with parents about the program and their children;
- (i) Involve local community partners and allow those partners to support the children, their families and staff;
- (j) Support staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning; and
- (k) Document and review the impact of the strategies set out in this section on the children and their families.

Implementation of Plan to Achieve Goals

The Centre ensures that all new staff, students, and volunteers review this program statement prior to interacting with the children; and, that all staff, students and volunteers review this program statement at any time that it is modified or at least annually.

a. Plan of Action: Toddler Program

- (i) Being aware of how the day is planned allows for consistency, self- regulation, minimizes negative behaviors and promotes general well-being. HDLH states at page 30 that "*A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress.*" In support of this, we will prepare and post (in a place accessible to both parents and staff) a daily written schedule that lists and shows when the experiences and events will occur throughout the day.
- (ii) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. HDLH states at page 15 that "*As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators.*" In support of this, we will prepare a Program Plan that describes the specific learning experiences planned for the children or documented in each curriculum area. The Program Plan will be posted in a place that is accessible to parents in the classroom or at the entrance to the classroom.
- (iii) Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their childcare environment HDLH states at page 19 that "*Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators 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.*" In support of this, we will undertake to deliver learning experiences that meet the individual physical, social, emotional and intellectual development of the children.
- (iv) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. HDLH states at page 24 that "*Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well- being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued.*" In support of this, we will create a visual environment through displays that are the children's eye level, which promotes spontaneous interactions, logical thinking and memory recall. Displays will include parent participation in the program and encourage community involvement. Displays of people with disabilities, diverse cultures and family structures will also be placed in an inclusive manner throughout the room.
- (v) Materials reflecting sensory, science and nature encourage children to explore through cause-and-effect experimentation and observation. Continual exposure to these materials and experiences allows children to learn more about their environments. HDLH states at page 35 that "*Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children 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. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking.*" In support of this, we will provide a sensory program that includes documented learning experiences referring to one or more of the five senses, and a science and nature program that provides the children with the opportunity to experience natural objects and/or events.
- (vi) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests

allow for the time to complete/extend the creative process. HDLH states at page 42 that "*Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity*". In support of this, we will provide an art program that allows for time to complete/extend the creative process. Safe art materials and equipment will be accessible to children and that are developmentally- appropriate. Materials reflecting diversity are placed in an inclusive manner.

- (vii) A cozy and inviting environment are created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. HDLH states at page 42 that "*Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories.*" In support of this, we will provide books, language and literacy materials and programming that provides opportunities for enriched, extended learning possibilities. All books, language and literacy materials will reflect diverse people/cultures, disabilities, different languages and real images.
- (viii) By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. HDLH states at page 42 that "*Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity.*" In support of this, we will provide music, accessories and props, and programming that are age-appropriate and are played in a meaningful manner that benefits the learning opportunities and experiences during the day.
- (ix) We will promote daily active physical play learning experiences for children. HDLH states at page 29-30 that "*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.*" In support of this, we will deliver physical play learning experiences where children are given choices of physical play learning experiences both in the morning and afternoon, whether indoor or outdoor (in all different weather conditions) which are planned and/or documented.
- (x) Offer children daily experiences with a multitude of materials and accessories. Offer play that develops spatial awareness, manipulation of materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. HDLH states at page 15 that "*Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond.*" In support of this, we will offer a program that supports the development of cognitive and manipulative skills of the children based on their interests, strengths and need. Children will have access to a selection of accessories and blocks, with which they can build, create and explore concepts.
- (xi) Pretend play is an opportunity to provide children with a learning environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. HDLH states at page 24 that "*As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others.*" In support of this, we will offer programming that enhances the children's social and emotional development and language through open-ended play, as well as a learning environment that promotes pretend play.

- (xii) Following the individual cues of the children and developing an awareness of what each child brings and how they adapt to situations and environments allow us to provide the care and learning that best respects and reflects their needs. HDLH states at page 18 that "*Gaining knowledge about children from multiple perspectives helps educators ensure that programs also value the unique and diverse characteristics of the children's families and the communities in which they live. It's not a "one-size-fits-all" approach.*" In support of this we will develop an individual schedule for each child based on their needs and/or the family's requests and capture daily information to share with parents so that they are aware of their child's experiences and accomplishments throughout the day.
- (xiii) Compliance with the Regional Public Health procedures and practices to ensure we will provide physical, instructional, and early learning and care supports for staff for diapering/toileting routines. In support of this, all accessories and washroom fixtures are in good condition and all diapering supplies are available and close at hand. Diapering procedures are posted in the washroom or are taken by staff into the shared washroom when they are diapering children. There are also picture symbol schedules posted in the diapering/toileting area that shows children what happens next during the diapering/toileting routine.
- (xiv) Make food and eating time a positive learning experience, including times when toddlers drink bottles that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all the children. In support of this we will ensure developmentally appropriate eating utensils, dishes and furnishings are available in the room, and toddlers who drink from bottles will receive regular attention from staff, whether the staff sit beside children at the table or on pillows.
- (xv) Ensure cot and bedding is hygienically maintained and that each child has their own designated cot. Staff should show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. Pay attention to how we are meeting the needs of the children and what changes need to occur if we are not. In support of this we will provide a smooth transition from activity or lunch to rest time.
- (xvi) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the Centre. HDLH states at page 30 that "*A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress*". In support of this, we will, as needed, remove anything that is potentially dangerous to children. Anything done to maintain cleanliness, including toy and equipment washing will follow the current Regional Public Health cleaning guidelines and schedules.
- (xvii) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will have staff role-model proper hand-washing procedures for the children through the use of the visual hand-washing schedules. Glove usage provides barriers to potential illnesses and exposure to harmful materials and will be worn by staff when necessary. The Centre's Director or the Director's designate will monitor the staff's hand hygiene practices to support awareness and healthy habits.
- (xviii) Transitions are a challenge and a learning opportunity for children. Staff 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. In support of this, we will transition children in small groups and provide props and visuals to facilitate smooth transitions. Staff will be aware at all times of the number and names of children that are in their care. Documentation accurately reflects the location of all children in care throughout the day. Staff will ensure all arrival and departure times are accurately documented on the relevant attendance record/register in pen.

- (xix) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. HDLH states at page 36 that "*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*". In support of this, we will ensure that staff direct positive attention to all children, maintain a positive tone of voice, model positive non-verbal communication skills, display empathy and use teachable moments to further develop positive social behaviours.
- (xx) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will ensure staff communicate with each other the location of the children and work together to ensure the whole room environment is supervised at all times.
- (xxi) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. HDLH states at pages 24-25 that "*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*". In support of this, we will ensure that staff role-model how to accomplish tasks, address children by their real name, assist children to process their own emotions and learn to identify the emotions of others, and provide encouragement on how tasks are completed.
- (xxii) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. HDLH states at page 41 that "... *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*". In support of this, staff will use developmentally-appropriate strategies to support the behaviour of the children within the room, while also role-modelling positive guidance strategies and encouraging children to problem solve as needed. Staff will consistently use developmentally-appropriate strategies when re-directing the children and they will be aware of the individual behaviours of the children in their care and can anticipate potential situations.
- (xxiii) Support staff to 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. HDLH states at page 41 that "*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"*". In support of this, staff will balance verbal/non-verbal interactions with children, while providing experiences and opportunities to assist in extending the learning with all children. Staff will play and role-model positive social interactions with the children.
- (xxiv) Ensure good nutrition and safe food preparation. In support of this, we will ensure that children are being offered nutritional well-balanced meals and snacks that reflect the Child Care and Early Years Act ("CCEYA") standards. All menus will be reviewed by a trained nutrition professional to ensure that the food is meeting each child's nutritional needs and that portions are planned and offered according to the developmental stage and age of the children. Snacks and meals are varied throughout the week so that children are not eating the same thing every day. Children who have allergies, special diets, food intolerance, medical needs, parental preferences or observances are provided with nutritional adaptations. These adaptations are up-to-date and identified throughout the Centre in each room. When the planned food and/or beverage items are not available, we will provide the children with a variety of nutritional alternatives. All handling of food and preparation areas are safe and sanitary, and some staff are trained in safe food preparation. Families are also provided with resources to guide them in providing their children with nutritional well-balanced meals.
- (xxv) Ensure children are able to engage in outdoor play experiences safely, while being well-supervised. Physical play contributes to children's well-being through sport play; children learn turn taking,

communication, sharing, good sportsmanship as well as gross motor skills. Developmentally-appropriate materials, balls and equipment are in good condition and accessible to children. HDLH states at page 19 that "*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.*" In support of this, we will ensure that the playground or indoor gross motor play areas are set up prior to children having access to it to decrease wait times and maximize children's participation. We will also ensure that any unsafe conditions or situations are quickly remedied and that staff have access to a communication device to quickly obtain assistance when needed and a first aid kit will be accessible to staff outside to deal with emergencies promptly. Storage will be provided for all outdoor equipment to ensure that it is stored and maintained in a safe manner. Resources are provided to families to assist them in accessing programs and information within the community.

- (xxvi) Ensure collaboration with local community partners. HDLH states at page 19 that "*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*". In support of this, we will ensure that meetings take place between the staff and parent school's staff, police and fire services for the organization and collaboration for programming for individual children and that the sharing of information for individual children takes place only after the appropriate forms have been signed by both the parents and staff.
- (xxvii) HDLH states at page 11 that "*provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth*". The Centre will support staff in continuous growth and professional learning.

b. Plan of Action: Preschool Program

- (i) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. HDLH states at page 30 that "*A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress.*" In support of this, we will prepare and post (in a place accessible to both parents and staff) a daily written schedule that lists and shows when the experiences and events will occur throughout the day.
- (ii) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. HDLH states at page 15 that "*As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators.*" In support of this, we will prepare a Program Plan that describes the specific learning experiences planned for the children or documented in each curriculum area. The Program Plan will be posted in a place that is accessible to parents in the classroom or at the entrance to the classroom.
- (iii) Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment HDLH states at page 19 that "*Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators 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.*" In

support of this, we will undertake to deliver learning experiences that meet the individual physical, social, emotional and intellectual development of the children.

- (iv) Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. Materials reflecting people with disabilities/diverse cultures will be placed in an inclusive manner throughout the room. HDLH states at page 20 that "*Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways.*" In support of this, we will ensure an inclusive indoor physical environment that is reflected in many different ways, such as planned learning experiences, displays, art materials, books, music, props, accessories and language.
- (v) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. HDLH states at page 24 that "*Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued.*" In support of this, we will create a visual environment through displays that are the children's eye level, which promotes spontaneous interactions, logical thinking and memory recall. Displays will include parent participation in the program and encourage community involvement. Displays of people with disabilities, diverse cultures and family structures will also be placed in an inclusive manner throughout the room.
- (vi) Materials reflecting sensory, science and nature encourage children to explore through cause-and-effect experimentation and observation. Continual exposure to these materials and experiences allows children to learn more about their environments. HDLH states at page 35 that "*Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children 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. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking.*" In support of this, we will provide a Sensory program that includes documented learning experiences referring to one or more of the five senses, and a Science and Nature program that provides the children with the opportunity to experience natural objects and/or events.
- (vii) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. HDLH states at page 42 that "*Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity.*" In support of this, we will provide an art program that allows for time to complete/extend the creative process. Safe art materials and equipment will be accessible to children and that are developmentally-appropriate. Materials reflecting diversity are placed in an inclusive manner.
- (viii) A cozy and inviting environment are created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. HDLH states at page 42 that "*Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories.*" In support of this, we will provide books, language and literacy materials and programming that provides opportunities for enriched, extended learning possibilities. All books, language and literacy materials will reflect diverse people/cultures, disabilities, different languages and real images.

- (ix) Staff will expose children to various materials and accessories to promote natural opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. HDLH states at page 42 that "*Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories.*" In support of this, we will incorporate language and literacy materials into one other learning area; label shelves and toy bins with words and pictures; have two or more language and literacy learning experiences; expose the children to different languages; encourage staff to use more than one form of communication; provide families opportunities to access literacy materials.
- (x) By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. HDLH states at page 42 that "*Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity.*". In support of this, we will provide music and accessories and programming that are age-appropriate and are played in a meaningful manner that benefits the learning opportunities and experiences during the day.
- (xi) We will promote daily active physical play learning experiences for children. HDLH states at pages 29-30 that "*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.*" In support of this, we will deliver physical play learning experiences where children are given choices of physical play learning experiences both in the morning and afternoon, whether indoor or outdoor (in all different weather conditions) which are planned and/or documented.
- (xii) Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. HDLH states at page 15 that "*Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond.*" In support of this, we will offer a program that supports the development of cognitive and manipulative skills of the children based on their interests, strengths and need. Children will have access to a selection of accessories and blocks, with which they can build, create and explore concepts.
- (xiii) Provide children daily experiences with a multitude of materials and accessories to encourage a natural play environment that enhances cognitive development. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. Planned and/or documented cognitive and manipulative experiences will lead children to higher learning, based on the children's observed cues and interests. HDLH states at page 15 that "*The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centred on children's achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry.*" In support of this, we will offer a program that supports the development of cognitive and manipulative skills of the children based on their interests, strengths and need. Children will have access to a selection of accessories and materials, such as counting and sorting games, puzzles, cause and effect toys, lacing beads, sewing cards and shape sorters, etc.
- (xiv) Provide children with a learning environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the

area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. HDLH states at page 24 that "*As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others.*" In support of this, we will offer dramatic play accessories and learning environment, and a program to engage in this environment.

- (xv) Compliance with the Regional Public Health procedures and practices to ensure we will provide physical, instructional, and early learning and care supports for staff for diapering/toileting routines. In support of this, all accessories and washroom fixtures are in good condition and all diapering supplies are available and close at hand. Diapering procedures are posted in the washroom or are taken by staff into the shared washroom when they are diapering children. There are also picture symbol schedules posted in the diapering/toileting area that shows children what happens next during the diapering/toileting routine.
- (xvi) Make food and eating time a positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will ensure that staff encourage and never force children to eat food; staff sit with the children while serving at the table; the children sit in small groups during meal and snack times; children self-serve all foods; and children assist with meal and snack routines.
- (xvii) Ensure age and developmentally appropriate utensils, dishes, and furnishings to enable safe, and successful eating times. In support of this we will ensure developmentally appropriate eating utensils, dishes and furnishings are available in the room.
- (xviii) Ensure cot and bedding is hygienically maintained and that each child has their own designated cot. Staff show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. Pay attention to how we are meeting the needs of the children and what changes need to occur if we are not. In support of this we will provide a smooth transition from activity or lunch to rest time.
- (xix) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the Centre. HDLH states at page 30 that "*A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress.*" In support of this, we will, as needed, remove anything that is potentially dangerous to children. Anything done to maintain cleanliness, including toy and equipment washing will follow the current Regional Public Health cleaning guidelines and schedules.
- (xx) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will ensure that the toy and play equipment washing schedule identifies categories of toys and play equipment, and that it is signed and/or initialed and dated by staff when complete; as soon as toys and/or play equipment become soiled, they are properly cleaned.
- (xxi) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will have staff role-model proper hand-washing procedures for the children through the use of the visual hand-washing schedules. Glove usage provides barriers to potential illnesses and exposure to harmful materials and will be worn by staff when necessary. The Centre's Director or the Director's designate will monitor the staff's hand hygiene practices to support awareness and healthy habits.

- (xxii) Transitions are a challenge and a learning opportunity for children. Staff 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. In support of this, we will transition children in small groups and provide props and visuals to facilitate smooth transitions. Staff will be aware at all times of the number and names of children that are in their care. Documentation accurately reflects the location of all children in care throughout the day. Staff will ensure all arrival and departure times are accurately documented on the relevant attendance record/register in pen.
- (xxiii) Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the relevant attendance record/register in pen accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented on the relevant attendance record/register in pen. Complete written verification after all staff and child transitions. In support of this, we will ensure that the relevant attendance record/register always accompanies the whole group and that it reflects the names of the children who have left the group/room for small group learning experiences or have departed for the day. A portable attendance record will accompany a small group of children when they are in a different room.
- (xxiv) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. HDLH states at page 36 that "*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*". In support of this, we will ensure that staff direct positive attention to all children, maintain a positive tone of voice, model positive non-verbal communication skills, display empathy and use teachable moments to further develop positive social behaviours.
- (xxv) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will ensure staff communicate with each other the location of the children and work together to ensure the whole room environment is supervised at all times.
- (xxvi) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. HDLH states at pages 24-25 "*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*". In support of this, we will ensure that staff role-model how to accomplish tasks, address children by their real name, assist children to process their own emotions and learn to identify the emotions of others, and provide encouragement on how tasks are completed.
- (xxvii) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. HDLH states at page 41 "*... 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*". In support of this, staff will use developmentally-appropriate strategies to support the behaviour of the children within the room, while also role- modelling positive guidance strategies and encouraging children to problem solve as needed. Staff will consistently use developmentally-appropriate strategies when re-directing the children and they will be aware of the individual behaviours of the children in their care and can anticipate potential situations.
- (xxviii) Encourage staff to balance verbal/non-verbal interactions with children. Support them to provide experiences and opportunities to assist in extending the learning with all children. Help them play and role-model positive social interactions with the children. HDLH states at page 41 "*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". In support of this, we will ensure that staff allow children to respond by using language or gestures, responding to gestures initiated by children. Staff will model active listening skills; will participate in play with the children; and, where possible they will use language to extend the children's vocabulary. Staff will also encourage verbal and non-verbal interactions between children.

- (xxix) Support staff to 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. HDLH states at page 41 "*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"*". In support of this, staff will balance verbal/non-verbal interactions with children, while providing experiences and opportunities to assist in extending the learning with all children. Staff will play and role-model positive social interactions with the children.
- (xxx) Ensure good nutrition and safe food preparation. In support of this, we will ensure that children are being offered nutritional well-balanced meals and snacks that reflect the CCEYA standards. All menus will be reviewed by a trained nutrition professional to ensure that the food is meeting each child's nutritional needs and that portions are planned and offered according to the developmental stage and age of the children. Snacks and meals are varied throughout the week so that children are not eating the same thing every day. Children who have allergies, special diets, food intolerance, medical needs, parental preferences or observances are provided with nutritional adaptations. These adaptations are up-to-date and identified throughout the Centre in each room. When the planned food and/or beverage items are not available, we will provide the children with a variety of nutritional alternatives. All handling of food and preparation areas are safe and sanitary, and some staff are trained in safe food preparation. Families are also provided with resources to guide them in providing their children with nutritional well-balanced meals.
- (xxxi) Ensure children are able to engage in outdoor play experiences safely, while being well-supervised. Physical play contributes to children's well-being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Developmentally appropriate materials, balls and equipment are in good condition and accessible to children. HDLH states at page 19 that "*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.*". In support of this, we will ensure that the playground or indoor gross motor play areas are set up prior to children having access to it to decrease wait times and maximize children's participation. We will also ensure that any unsafe conditions or situations are quickly remedied, and that staff have access to a communication device to quickly obtain assistance when needed and a first aid kit will be accessible to staff outside to deal with emergencies promptly. Storage will be provided for all outdoor equipment to ensure that it is stored and maintained in a safe manner. Resources are provided to families to assist them in accessing programs and information within the community.
- (xxxii) Ensure collaboration with local community partners. HDLH states at page 19 that "*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*". In support of this, we will ensure that meetings take place between the staff and parent school's staff, police and fire services for the organization and collaboration for programming for individual children and that the sharing of information for individual children takes place only after the appropriate forms have been signed by both the parents and staff.
- (xxxiii) HDLH states at page 11 that "*provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth*". The Centre will support staff in continuous growth and professional learning.

c. Plan of Action: School-Age Program

- (i) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. HDLH states at page 30 that "*A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress.*" In support of this, we will prepare and post (in a place accessible to both parents and staff) a daily written and visual schedule that lists and shows when the experiences and events will occur throughout the day.
- (ii) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. HDLH states at page 15 that "*As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators.*". In support of this, we will prepare a Program Plan that describes the specific learning experiences planned for the children or documented in each curriculum area. The Program Plan will be posted in a place that is accessible to parents in the classroom or at the entrance to the classroom.
- (iii) Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with and encourage families to be active participants in their child's care environment HDLH states at page 19 that "*Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators 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.*" In support of this, we will undertake to deliver learning experiences that meet the individual physical, social, emotional, and intellectual development of the children.
- (iv) Play equipment, furnishings, and learning environments will be developmentally appropriate and safe for children. Materials reflecting people with disabilities/diverse cultures will be placed in an inclusive manner throughout the room. HDLH states at page 20 that "*Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways.*" In support of this, we will ensure an inclusive indoor physical environment that is reflected in many different ways, such as planned learning experiences, displays, art materials, books, music, props, accessories and language.
- (v) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. HDLH states at page 24 that "*Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued.*". In support of this, we will create a visual environment through displays that are the children's eye level, which promotes spontaneous interactions, logical thinking, and memory recall. Displays will include parent participation in the program and encourage community involvement. Displays of people with disabilities, diverse cultures and family structures will also be placed in an inclusive manner throughout the room.
- (vi) HDLH states at page 27 that "*developing policies, practices, and environments that respect and support inclusion...*". In support of this we will offer diversity in play equipment and toys as it relates to race, culture, gender, age, language, and ability.

- (vii) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. HDLH states at page 42 that "*Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity*". In support of this, we will provide an art program that allows for time to complete/extend the creative process. Safe art materials and equipment will be accessible to children and that are developmentally- appropriate. Materials reflecting diversity are placed in an inclusive manner.
- (viii) A cozy and inviting environment are created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. HDLH states at page 42 that "*Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories.*". In support of this, we will provide books, language and literacy materials and programming that provides opportunities for enriched, extended learning possibilities. All books, language and literacy materials will reflect diverse people/cultures, disabilities, different languages and images.
- (ix) Staff will expose children to various materials and accessories to promote natural opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. HDLH states at page 42 that "*Programs can best support emerging literacy skills by providing open- ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories.*". In support of this, we will incorporate language and literacy materials into one other learning area; label shelves and toy bins with words and pictures; have two or more language and literacy learning experiences; expose the children to different languages; encourage staff to use more than one form of communication; provide families opportunities to access literacy materials.
- (x) Provide children with a learning environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. HDLH states at page 24 that "*As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others.*". In support of this, we will offer dramatic play accessories and learning environment, and a program to engage in this environment.
- (xi) Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of different materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. HDLH states at page 15 that "*Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond*". In support of this, we will offer a program that supports the development of cognitive and manipulative skills of the children based on
- (xii) their cues and interests. Children will have access to a selection of accessories and blocks, with which they can build, create and explore concepts.

- (xiii) Provide access to an ample selection of age-appropriate games and game accessories. HDLH states at page 15 that “*Programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry*”. In support of this, we will offer games, game activities and accessories that are age- and developmentally appropriate, as well as being educational and fun for the children.
- (xiv) Materials reflecting sensory, science and nature encourage children to explore through cause-and-effect experimentation and observation. Continual exposure to these materials and experiences allows children to learn more about their environments. HDLH states at page 35 that “*Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child’s natural curiosity – active play that allows children 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. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking*”. In support of this, we will provide a sensory program that includes documented learning experiences referring to one or more of the five senses, and a science and nature program that provides the children with the opportunity to experience natural objects and/or events.
- (xv) We will promote daily active physical play learning experiences for children. HDLH states at pages 29-30 that “*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*”. In support of this, we will deliver physical play learning experiences where children are given choices of physical play learning experiences both in the morning and afternoon, whether indoor or outdoor (in all different weather conditions) which are planned and/or documented.
- (xvi) HDLH states at pages 29-30 that “*In addition to providing physical benefits, active play outdoors strengthens functioning in cognitive areas such as perception, attention, creative problem solving, and complex thinking. Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practise self-control, and develop a sense of physical, emotional, and intellectual mastery and competence*”. In support of this, we will ensure that the playground or indoor gross motor play areas are set up prior to children having access to it to decrease wait times and maximize children’s participation. We will also ensure that any unsafe conditions or situations are quickly remedied and that staff have access to a communication device to quickly obtain assistance when needed and a first aid kit will be accessible to staff outside to deal with emergencies promptly. Storage will be provided for all outdoor equipment to ensure that it is stored and maintained in a safe manner. Resources are provided to families to assist them in accessing programs and information within the community.
- (xvii) Make food and eating time a positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will ensure that staff encourage and never force children to eat food; staff sit with the children while serving at the table; the children sit in small groups during meal and snack times; children self-serve all foods; and, children assist with meal and snack routines.
- (xviii) Ensure age and developmentally appropriate utensils, dishes and furnishings to enable safe, and successful eating times. In support of this we will ensure developmentally-appropriate eating utensils, dishes and furnishings are available in the room.
- (xix) Ensure accessible washroom facilities for all enrolled children. Ensure compliance with the Regional Public Health procedures and practices. In support of this we will provide washroom facilities, and supplies, and personal hygiene and body development related information resources for the children in both written and pictorial form.
- (xx) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the

children and families at the Centre. HDLH states at page 30 that "*A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress*". In support of this, we will, as needed, remove anything that is potentially dangerous to children. Anything done to maintain cleanliness, including toy and equipment washing will follow the current Regional Public Health cleaning guidelines and schedules.

- (xxi) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will ensure that the toy and play equipment washing schedule identifies categories of toys and play equipment, and that it is signed and/or initialed and dated by staff when complete; as soon as toys and/or play equipment become soiled, they are properly cleaned.
- (xxii) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will have staff role-model proper hand-washing procedures for the children through the use of the visual hand-washing schedules. Glove usage provides barriers to potential illnesses and exposure to harmful materials and will be worn by staff when necessary.
- (xxiii) Ensure environment and practices for proper hand hygiene by staff that promote healthy living. In support of this the Centre's Director or the Director's designate will monitor the staff's hand hygiene practices to support awareness and healthy habits; and glove usage provides barriers to potential illnesses and exposure to harmful materials and will be worn by staff when necessary.
- (xxiv) Transitions are a challenge and a learning opportunity for children. Staff 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. In support of this, we will transition children in small groups and provide props and visuals to facilitate smooth transitions. Staff will be aware at all times of the number and names of children that are in their care. Documentation accurately reflects the location of all children in care throughout the day. Staff will ensure all arrival and departure times are accurately documented on the relevant attendance record/register in pen.
- (xxv) Ensure awareness at all times of the number and names of children that are in care. Ensure that documentation on the relevant attendance record/register in pen accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented on the relevant attendance record/register in pen. Complete written verification after all staff and child transitions. In support of this, we will ensure that the relevant attendance record/register always accompanies the whole group and that it reflects the names of the children who have left the group/room for small group learning experiences or have departed for the day. A portable attendance record will accompany a small group of children when they are in a different room.
- (xxvi) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. HDLH states at page 36 that "*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*". In support of this, we will ensure that staff direct positive attention to all children, maintain a positive tone of voice, model positive non-verbal communication skills, display empathy and use teachable moments to further develop positive social behaviours.
- (xxvii) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will ensure staff communicate with each other the location of the children and work together to ensure the whole room environment is supervised at all times.

- (xxviii) Support staff in their competencies to 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. HDLH states at page 35 that "*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*". In support of this, we will provide children with choices, time and materials so that they may follow their own learning goals.
- (xxix) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. HDLH states at page 35 that "*Studies show that when educators modeled and helped children's 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, page 24-25). In support of this, we will ensure that staff role-model how to accomplish tasks, address children by their real name, assist children to process their own emotions and learn to identify the emotions of others, and provide encouragement on how tasks are completed.
- (xxx) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. HDLH states at page 35 that "... *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*". In support of this, staff will use developmentally appropriate strategies to support the behaviour of the children within the room, while also role- modelling positive guidance strategies and encouraging children to problem solve as needed. Staff will consistently use developmentally appropriate strategies when re-directing the children and they will be aware of the individual behaviours of the children in their care and can anticipate potential situations.
- (xxxi) Staff will initiate and build on conversations with and between children. HDLH states at page 41 that "*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"*". In support of this, we will ensure that staff allow children to respond by using language or gestures, responding to conversations initiated by children. Staff will model active listening skills; will participate in play with the children; and, where possible they will use language to extend the children's vocabulary. Staff will also encourage verbal and non-verbal interactions between children.
- (xxxii) Support staff to 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. HDLH states at page 35 that "*Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking*". In support of this, staff will balance verbal/non-verbal interactions with children, while providing experiences and opportunities to assist in extending the learning with all children. Staff will play and role-model positive social interactions with the children.
- (xxxiii) Ensure good nutrition and safe food preparation. In support of this, we will ensure that children are being offered nutritional well-balanced meals and snacks that reflect the CCEYA standards. All menus will be reviewed by a trained nutrition professional to ensure that the food is meeting each child's nutritional needs and that portions are planned and offered according to the developmental stage and age of the children. Snacks and meals are varied throughout the week so that children are not eating the same thing every day. Children who have allergies, special diets, food intolerance, medical needs, parental preferences or observances are provided with nutritional adaptations. These adaptations are up-to-date and identified throughout the Centre in each room. When the planned food and/or beverage items are not available, we will provide the children with a variety of nutritional alternatives. All handling of food and preparation areas are safe and sanitary, and some staff are trained in safe food preparation. Families

are also provided with resources to guide them in providing their children with nutritional well-balanced meals.

- (xxxiv) Ensure children are able to engage in outdoor play experiences safely, while being well-supervised. Physical play contributes to children's well-being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Developmentally appropriate materials, balls and equipment are in good condition and accessible to children. HDLH states at page 19 that "*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.*" In support of this, we will ensure that the playground or indoor gross motor play areas are set up prior to children having access to it to decrease wait times and maximize children's participation. We will also ensure that any unsafe conditions or situations are quickly remedied, and that staff have access to a communication device to quickly obtain assistance when needed and a first aid kit will be accessible to staff outside to deal with emergencies promptly. Storage will be provided for all outdoor equipment to ensure that it is stored and maintained in a safe manner. Resources are provided to families to assist them in accessing programs and information within the community.
- (xxxv) Ensure collaboration with local community partners. HDLH states at page 19 that "*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*". In support of this, we will ensure that meetings take place between the staff and parent school's staff, police and fire services for the organization and collaboration for programming for individual children and that the sharing of information for individual children takes place only after the appropriate forms have been signed by both the parents and staff.
- (xxxvi) HDLH states at page 11 that "*provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth*". The Centre will support staff in continuous growth and professional learning.

PROHIBITED PRACTICES POLICY

Policy

The Centre's Prohibited Practices policy prohibits employees, students, and volunteers of the Centre from engaging in:

- a. corporal punishment of a child.
- b. physical restraint of the child, such as confining the child to a highchair, car seat, stroller, or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- c. locking the exits of the childcare centre or home childcare premises for the purpose of confining the child or confining the child in an area or room without adult supervision unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
- d. use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine his or her self-respect, dignity, or self-worth.

- e. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding;
or
- f. inflicting any bodily harm on children including making children eat or drink against their will.

Procedure

1. If an employee, student, or volunteer of the Centre is suspected of having engaged in a prohibited practice, the incident or incidents shall immediately be reported to the Director or Director's designate. If the Director or Director's designate is suspected of having engaged in a prohibited practice, it shall be reported to the Board.
2. The alleged occurrence of the prohibited practice will be recorded in accordance with the Monitoring Policy below.
3. The Director or Director's designate or Board will immediately conduct an investigation including but not limited to:
 - a. Interviewing:
 - i. the individual who made the report;
 - ii. the individual who is alleged to have engaged in the prohibited practice;
 - iii. child or children who were subject to the prohibited practice;
 - iv. any potential witnesses to the incident; and
 - b. Considering all the available evidence.
4. If, at the end of the investigation, the employee, student, or volunteer is found to have engaged in a prohibited practice, he or she shall be subject to disciplinary action up to and including termination.
5. If a prohibited practice is found to have occurred, the Director or Director's designate will complete a Prohibited Practice Report in accordance with the Prohibited Practice Report Procedure below.
6. If necessary, a Serious Occurrence Report will be completed in accordance with the Serious Occurrence Policy.
7. If there is reason to believe that the occurrence of a prohibited practice makes a child at the Centre a child in need of protection, it should be reported in accordance with the Centre's Child Abuse and Neglect Policy.

WORKPLACE VIOLENCE AND HARASSMENT POLICY

Definitions

Worker: An employee at the Centre who performs work for monetary compensation or a student at the Centre who performs work for no monetary compensation as part of a program approved by a secondary school or college of applied arts and technology, university, or other post-secondary institution.

Workplace Harassment: making vexatious comments or engaging in vexatious conduct against a Worker at the Centre that is known or should be known to be unwelcome, including putting undue pressure on a Worker or behaving in a manner that may be perceived as intimidating or threatening towards a Worker; or workplace sexual harassment (see definition below). Harassment may also relate to a form of discrimination as set out in the Code.

The following are some examples of harassment: offensive or derogatory jokes/comments (i.e. racist/sexist etc.), insults, leering, spreading hurtful rumors, swearing, name calling, hand gestures, electronic or physical display of pornography, making threats, unwanted touching, unwanted sexual attention, threatening gestures, bullying, and any comments or acts which have the effect of belittling, demeaning or humiliating anyone in the workplace.

Workplace Sexual Harassment: Making vexatious comments or engaging in vexatious conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome; or making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Workplace Violence: The exercise of physical force by a person against a Worker at the Centre, that causes or could cause physical injury to the Worker, an attempt to exercise physical force against a Worker that could cause physical injury and/or a statement or behaviour that it is reasonable for a Worker to interpret as a threat to exercise physical force against him or her, that could cause physical injury.

For the purposes of this Workplace Violence and Harassment Policy, the term **Workplace Violence and Harassment** will be used to refer collectively to Workplace Harassment, Workplace Sexual Harassment and Workplace Violence.

Workers' Rights

1. Workers have the right to work in a workplace free of violence and harassment from members, other employees, managers, contractors, suppliers and board members.
2. Workers have the right to refuse or stop work if he/she has good reason to believe that there is a risk of workplace violence that is likely to pose a danger.
3. Workers have the right to be free from harassment because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability (the **Code Grounds**) in employment.

Policy

The Ontario *Human Rights Code* (the **Code**) prohibits the Centre from harassment towards employees on the basis of any of the Code Grounds in employment.

Further, the Ontario *Occupational Health and Safety Act* (the **OHSA**) requires the Centre to develop policies to promote health and safety in the workplace, including preventing and addressing Workplace Violence and Harassment.

1. The Centre recognizes the dignity and worth of every person, and is committed to providing Workers with a safe, respectful and healthy environment free from violence and harassment on the basis of a Code ground or otherwise. The Centre will not tolerate or condone discrimination or harassment and is committed to promoting respectful conduct, tolerance and diversity at all times.
2. The Centre will investigate all complaints of Workplace Violence and Harassment reported by Workers quickly and in a serious manner and take appropriate steps to end the harassment and deal with any violence.
3. All information gathered in the course of a complaint by a Worker of Workplace Violence and Harassment will be treated as confidential information and collected, used and disclosed in accordance with the Centre's Privacy Policy.
4. The Centre will take all measures necessary to ensure the safety and security of its Workers and to reduce or eliminate the risk of violence.

5. If the Centre becomes aware, or ought reasonably to be aware, that domestic violence that would likely expose a Worker to physical injury may occur at the Centre, the Centre will take every precaution reasonable in the circumstances for the protection of the Worker.
6. The Centre recognizes and will fulfill its duty to advise a Worker of the risk of Workplace Violence, where a person has a history of violent behaviour and the Worker can be expected to encounter that person at work, and the risk of workplace violence is likely to expose the Worker to physical injury. The Centre will not provide the Worker with more personal information about the potentially violent person than needed to protect the Worker from physical injury.
7. The Centre will inform the appropriate public authorities if it is determined at any point in time that a criminal offence may have been committed.
8. The Centre will assess the risks of Workplace Violence that may arise from the nature of the workplace, the type of work or the conditions of work at the Centre as needed; and must take circumstances specific to the workplace and common to similar workplaces into account and on a yearly basis, at minimum (the **Risk Assessment**).
9. The Centre will advise the health and safety representative of the results of the Risk Assessment (and reassessment) and, if it is in writing, provide a copy.
10. There is a workplace violence program that implements this policy. It includes measures and procedures to protect workers from workplace violence, a means of summoning immediate assistance and a process for workers to report incidents or raise concerns.
11. This Policy and a copy of the *OHS A* will be posted on the bulletin board at the Centre.

Procedure for dealing with Workplace Violence and Harassment

Informal Options for Resolution

A Worker may seek resolution of a harassment issue through informal means such as by addressing the respondent directly and advising them that their conduct is unwelcome. Where the complaint is against a Worker's Director or Director's designate (and the individual does not feel comfortable addressing the respondent directly), the Worker may seek informal support and advice from the Board on how to resolve the issue informally.

Making an informal complaint does not prevent the Worker from later making a formal complaint if the issue is not resolved.

Formal Complaints and Investigation Process

a. Workplace Harassment

1. Where a Worker has been subjected to Workplace Harassment or Workplace Sexual Harassment, the Worker should report the matter to the Director or Director's designate within 48 hours or as soon as reasonably possible. A late Complaint may still be accepted at the discretion of the Director or Director's designate. The Director and/or Director's designate will ensure an investigation is conducted that is appropriate in the circumstances (the **Investigation Team**) within two weeks of receiving it. If the Worker's Director or Director's designate is the person engaging in the workplace harassment, contact shall be made by the Worker to the Board by email.
2. The Complaint should include the complainant's name, position, specifics of what happened, dates, times, location and the names of any potential witnesses. The Complaint must be signed and dated.
3. One or more members of the Board, or at the Board's discretion, an external third-party, will investigate the Complaint within two weeks of receiving it if the Worker's Director or Director's designate is the

person engaging in the workplace harassment. Under no circumstances will the person accused of harassment or violence form part of the investigation team.

4. It is expected of all parties that are currently or may be subsequently involved in the investigation that the matter is to be kept confidential (sharing information to ensure the safety of others, preventing recurrence, allowing for investigation or taking corrective action with respect to the incident or complaint, or is otherwise required by law, may be necessary).
5. The Investigation Team may meet with the complainant to clarify any facts set out in the Complaint.
6. The Investigation Team will not conduct a full investigation if, after it speaks to the Complainant, it decides that the complaint is false, made in bad faith or does not meet the basic criteria for Workplace Harassment or Workplace Sexual Harassment.
7. If the Investigation Team determines that the claim is legitimate, the subject of the complaint (the **Respondent**) will be advised in writing that a complaint has been made against him or her and the Director or Director's designate and/or Board will provide the Respondent with a brief summary of the Complaint.
8. The Investigation Team will give the Respondent a chance to respond to the allegations, either verbally or in writing.
9. The Investigation Team will prepare a brief written report of its findings regarding the incident. The report will state whether the allegations were found to be true and make recommendations to address the Complaint. The report will be presented to the Board for review and a decision will be made about what steps will be taken.
10. A follow-up with the Worker and the Respondent will be conducted by the Director or Director's designate and/or the Board within a reasonable time frame following the outcome of the investigation to inform in writing the Worker and the Respondent (if he/she is a Worker of the Centre) with the results of the investigation and of any corrective action that has been taken or that will be taken as a result of the investigation.
11. A Ministry of Labour inspector may in writing order an employer to cause an investigation to be conducted at the expense of the Centre by an impartial person possessing the knowledge, experience or qualifications as specified by the inspector and to obtain a written report from the third-party investigator.

b. Workplace Violence

1. If a Worker feels that his/her safety, or the safety of a co-worker, is being threatened (i.e., there is immediate danger), the Worker should immediately report the matter to the police by calling 911.
2. Where a Worker has been subjected to Workplace Violence the Worker should report the incident to the Director or Director's designate and/or the Board in the same manner as a harassment complaint.
3. If the Director or Director's designate and/or the Board believes that the safety of a Worker or his or her own safety is at risk, the Director or Director's designate may require that the person engaging in the threatening behaviour remove him or herself from the immediate vicinity of the Worker.
4. The Director or Director's designate must call the Ministry of Labour Health & Safety Contact Centre immediately at 1877-202-0008 if a person has been critically injured:

“Critically injured” means an injury of a serious nature that,

- (a) places life in jeopardy,
- (b) produces unconsciousness,

- (c) results in substantial loss of blood,
- (d) involves the fracture of a leg or arm but not a finger or toe,
- (e) involves the amputation of a leg, arm, hand or foot but not a finger or toe,
- (f) consists of burns to a major portion of the body, or
- (g) causes the loss of sight in an eye.

Consequences of a finding of Workplace Violence and Harassment

1. If the Director or Director's designate and/or Board is satisfied that an incident of Workplace Violence and Harassment has taken place, the Centre will take corrective or disciplinary action.
2. The nature and extent of any action shall be determined by the Centre in its sole discretion. Possible actions may include but are not limited to:
 - a. In the case of Workplace Violence and Harassment by a parent,
 - i. Prohibiting the Parent from entering the Centre except to pick up or drop off his or her child,
 - ii. Discontinuing services to the parent's child; and
 - iii. Police intervention.
 - b. Requirement of an apology from the respondent to the complainant with a promise not to repeat the action; or
 - c. In the case of Workplace Violence and Harassment or violence by a Worker, reprimand, suspension with or without pay, demotion or termination of employment or placement at the Centre.

4.4 Training and Communication

1. Every Worker will receive information and instruction on the contents of this policy and program related to violence and harassment in the workplace. Records shall be kept by the Director.

4.5 Evaluation

1. The Workplace Violence and Harassment Policy will be reviewed by the Centre on an annual basis or more frequently if needed. When a policy change occurs, the revised policy, with the revision date, will be issued.

PARENT CODE OF CONDUCT

The Ontario *Human Rights Code* (the Code) states that every person has a right to equal treatment and freedom from harassment with respect to services, goods and facilities, without discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Certain groups in our society are treated inequitably because of individual and systemic biases. Such inequitable treatment leads to social, educational and career outcomes that do not accurately reflect the abilities, experiences and contributions of the children and employees. This inequitable treatment limits their future success and prevents them from making a full contribution to society.

The Centre does not support or tolerate individual and systemic bias as it relates to employees, children or parents or other individuals who visit the Centre. Furthermore, the Centre will not tolerate harassment of an employee for any reason.

The Centre will not intervene in or attempt to mediate or resolve disputes amongst parents. Disputes between parents are private and separate and apart from the parents' relationship with the Centre.

The Centre is committed to receiving and resolving parent complaints in accordance with the Parent Complaint Policy.

Code of Conduct

Parents shall:

1. Refrain from harassment, including threatening or abusive language, or discrimination of any kind towards a child, parent, employee, student, or volunteer at the Centre.

Prohibited behavior includes, but is not limited to, offensive or derogatory jokes/comments (i.e. racist/sexist, demeaning, etc.), insults, leering, spreading hurtful rumors, swearing, name calling, hand gestures, making threats, unwanted touching, unwanted sexual attention, threatening gestures, bullying, and any comments or acts which have the effect of belittling, demeaning or humiliating anyone in the workplace.

2. Refrain from engaging in disputes with other parents at the Centre.
3. Refrain from behavior that may be considered disruptive to the Centre's operations and/or its reputation including but not limited to loitering at the Centre and failing to address his or her child's negative behavior.
4. Communicate concerns and resolve conflict in a peaceful and constructive manner and adhere to the Centre's Parent Complaint Policy, and not engage in intimidating or threatening behavior when making a complaint about the Centre, its services or employees, students, or volunteers.
5. Encourage their child to be polite, courteous and respectful towards employees, students' volunteers and other children at the Centre and, if behavior issues should arise, co-operate with the Centre and its employees to promptly address them with the child in accordance with the De-Escalation Guidelines.
6. Respect the privacy and confidentiality of other parents and employees, students, volunteers, and children at the Centre. In accordance with the Complaint Protocol, all concerns and comments should first be addressed to the Director or Director's designate. If this discussion does not resolve the issue, the concerns should be discussed with the Board.
7. In accordance with the Drop-off and Pickup Protocol, not remain at the Centre after dropping off their child unless the Director or Director's designate gives them permission to do so;
8. Be courteous, civil and demonstrate respect to employees, students, volunteers, children and other parents at all times.
9. Use polite language and a polite tone of voice at all times.
10. Conduct themselves in a manner that allows each child and employee, student and volunteer to feel safe from verbal and physical abuse.
11. Not question or discipline children other than your own or direct employees or other parents to do so; and
12. Only take pictures with the explicit consent of the Centre. No pictures may be taken of a child that is not your own. Any pictures taken at the Centre or during Centre events are for private use only. These pictures cannot be posted in online photo albums (i.e. Photobucket), Facebook, Myspace, etc.

Failure to Comply

Failure to comply with the standards outlined above will result in immediate intervention by the Centre, up to and including the family's expulsion from the Centre and/or police intervention.

PARENT COMPLAINT POLICY

There may be occasions on which our parents wish to make a formal complaint about some aspect of the Centre's service, facilities, or systems or a breach by the Centre of any of its policies (ex. Privacy Policy, Anti-Discrimination and Harassment Policy, etc.). The Board has put the following protocol in place Board to ensure that parents have a clear process to follow, complaints are responded to in a clear, timely, appropriate, and respectful way and parents feel able to raise issues of importance to them.

1) Complaint Procedure

1. Complaints should first be communicated verbally by the parent to an employee or the Director or Director's designate. The Director or Director's designate will discuss and attempt to resolve the complaint with the parent.
2. If the Director or Director's designate is unable to resolve the issue brought forward verbally, the parent should submit a written complaint to the Director or Director's designate on the Centre's Complaint Form (appendix: Schedule A to this Policy Manual and the Parent Handbook and available upon request) If the Complaint is about the Director or Director's designate, the complainant may raise the complaint with the Centre's Board by leaving the Complaint Form at the Centre's office or with any employee of the Centre in a sealed envelope addressed to the Board.
3. The Complaint Form details the particulars of the offensive behaviour, the persons involved, and any attempts made to resolve the complaint, amongst other things. Note that the contents of all written complaints will be kept confidential by the Centre and will only be shared with those employees who are implicated in the complaint.
4. Once you have filed the complaint the Director or Director's designate may contact you to obtain further particulars.
5. Where the Director or Director's designate determines that it may be possible to resolve the complaint by direct discussions with the parties involved, the Director or Director's designate will review the information provided by the complainant and will arrange any meetings that may be necessary between the parties involved.
6. The Director or Director's designate has the discretion to conduct a further investigation with respect to the complaint, if he/she feels that one is necessary.
7. The Director or Director's designate will provide an initial response to the Complaint within 45 days. The response may be a resolution of the issue or a referral of the Complaint to the Board as described below.
8. If the complaint is not resolved within 30 days of the date on which was made, the Director or Director's designate will refer the complaint in writing, together with all relevant documentation, to the Centre's Board. The complaint will be placed on the agenda of the next meeting of the Board. The Board will take whatever steps are necessary to investigate the complaint (including seeking assistance from a third party) and will provide the parent with the results of the investigation and any disciplinary or other action that will be taken as a result of it, in writing, within 30 days of the referral of the complaint to the Board.

The Board reserves the right to vary these time periods at its sole discretion and without notice to parents. Moreover, the Board reserves the right not to conduct an investigation into complaints it deems to be frivolous or false allegations of misconduct.

9. The Board's decision is final, and the complaint will not be reopened once it has been investigated and the results of the investigation and follow-up communicated to the parent.
10. The Centre and the Board are committed to resolving parent complaints, it is the Centre and the Board's expectation that parents will adhere to the Parent Code of Conduct and will not engage in intimidating or unwarranted behaviour and make frivolous complaints about the Centre, its services or employees, students and volunteers. Complaints should be brought forward that, if left unaddressed, would be detrimental to children or staff of the Centre.

Safe Arrival and Dismissal Policy and Procedures

Where a child has not arrived in care as expected

1. Where a child does not arrive at the childcare centre and the parent/legal guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pickup), the staff in the classroom must:
 - a. inform the director or designate director and or admin assist.
 - b. commence contacting the child's parent/legal guardian no later than 10:30 am. The admin assist shall initially email parents or legal guardian to confirm child's absence, "(child's name) is absent. Please reply to this email to confirm and state reason for absence by 12 p.m. today." If no reply to this email is made by 12 p.m. They must contact a secondary contact listed on 'Individuals Permitted to Pick Up Child & Emergency Attendance Verification Contact' form.
 - c. where PPCC has not received a response from a parent/legal guardian to confirm the child's absence and has not been able to confirm the child's absence with a secondary contact, by 1:30 pm, PPCC will contact the local Children's Aid Society (CAS) at 416-924-4646. Staff shall follow the CAS's direction with respect to next steps.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the office and classroom daily logbook.
3. Where a school aged child is registered for the before and after school programs and does not arrive for the before school program, the staff in the classroom will follow the steps outlined in items 1 and 2, above, unless the parent/legal guardian has provided written confirmation to PPCC that they do not require follow up by PPCC unless the child has not arrived for the after-school program (note – this is to recognize that a parent/legal guardian may choose to drop their child off at school directly in the morning some or all of the time, despite the child being registered in the before school program).
4. For days on which there is no school (whether the closure of the school is scheduled or not), if a school aged child does not arrive and the parent/legal guardian has not communicated that the child will not be attending (e.g., left a voice message or advised the closing staff at pick-up), staff will follow the steps outlined in items 1 and 2, above, even if the child is only registered for the after-school program.

Where a child has not arrived for the after-school program

5. Where a child who is registered for the after school program does not arrive for the after school program and the parent/legal guardian has not communicated a change in the child's attendance (e.g., left a voice message or advised the closing staff at pick-up), the staff will follow the steps outlined in items 1, and 2, above, except that staff will not commence efforts to contact the parent/legal guardian until after 3:30pm (after taking the attendance for the after-school program), the initial email to the parent/legal guardian will request a response by 4:30 p.m., efforts to contact a secondary contact if necessary will occur commencing at 4:30 p.m., and PPCC will contact CAS if no response has been received from a parent/legal guardian or a secondary contact by 5:30 p.m.

APPENDIX A: PETIT PEARSON COMPLAINT FORM

If you believe you have experienced or witnessed offensive behaviour (discrimination, harassment, sexual harassment) at the Centre, you may complete this form and send it to:

Board

**Petit Pearson Childcare Centre
7 Snowcrest Avenue
Toronto, Ontario
M2K 2K5**

***Please note:** The decision to file a formal complaint is a serious one; complaints should be undertaken with great care. All information regarding a complaint is to be treated as confidential and disclosed on a need-to-know basis, only. If you have questions about completing this form, please contact the Centre's Director by email at director@petitpearson.ca*

For Office Use Only

Date Filed:

Complaint Number:

Section A

COMPLAINANT'S INFORMATION

Please complete the following section.

Name (First & Last):

Are you a Parent/Employee of the Centre:

Manager's Name & Division (if an employee of the Centre):

Phone Number:

Alternate Phone Number (optional):

E-Mail Address:

Alternate E-Mail Address (optional):

Mailing Address:

Alternate Mailing Address (optional)

Section B

Please complete and attach one "Section B" Page for each Respondent involved in your complaint.

Name (First & Last):

Position/Title of the employee of the Centre:

Department/Division of the employee of the Centre:

Work Phone Number (If Known):

Work E-Mail Address (If Known):

Work Mailing Address (If Known):

Section C

What form(s) of offensive behaviour are you alleging to have experienced and/or witnessed from the Respondent? Please describe all incidents respecting the offensive behavior.

Date the offensive behaviour first occurred:

Please list other individuals who have been closely involved:

What is the current status of this offensive behaviour? (Ongoing, Escalating, Stopped, etc.)?

Please provide specific incidents/examples. (Attach additional pages if needed.)

Section D:

What has been done, to date, to try to resolve this matter and by whom?

What was the outcome of this (if applicable)?

Have you filed a complaint related to this matter pursuant to another process (e.g. grievance, human rights complaint)?

Please suggest how you think this complaint could be resolved.

The information in this complaint is true to the best of my knowledge.

Complainant Signature: _____

Date: _____