



NURSERY FAMILY MANUAL

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Location and Contact Information

The John Wanless Child Care Program is located at:
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Mission

As Registered Early Childhood Educators, our aim is to enhance children's growth through an inclusive enriched curriculum that provides high quality care in a warm, nurturing, safe and comfortable environment. Through play and inquiry, we support the development of strategies, dispositions and skills for lifelong learning such as, problem solving, critical thinking, communication and collaboration, creativity, imagination, initiative and citizenship (*How Does Learning Happen? Ontario's Pedagogy for the Early Years*, p. 15). We believe that a cohesive partnership amongst educators and families is one of the primary means to achieving this goal.

We share the vision initially set out by the Ministry of Education regarding pedagogy and practices in the *Ontario Early Years Policy Framework* for early years programs:

"Ontario's children and families are well supported by a system of responsive, high-quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow."

How Does Learning Happen? Ontario's Pedagogy for the Early Years, 2014 builds on this policy framework and is a key component of Ontario's vision for the early years. It demonstrates our commitment to strengthening the quality of early years programs by ensuring these programs are centered on the child and the family (*How Does Learning Happen? Ontario's Pedagogy for the Early Years*, p. 4).

<http://www.edu.gov.on.ca/eng/>

<http://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf>

<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Philosophy

Our Child Care Program recognizes the need for a happy, healthy, safe and comfortable environment for our children. It is our intention to incorporate these values into the program and provide a caring, learning atmosphere. The children are involved in daily activities, which stimulate their social, emotional, cognitive, creative and physical growth. These skills are developed through structured and unstructured activities, both indoors and outdoors.

Children are encouraged to co-operate and work together. Through co-operative play and sharing, we help the child recognize and respect other children's individuality and choices. We encourage independence and self-motivation by providing a variety of materials and programs that encourage exploration and personal creativity.

We recognize the needs of both the child and the parent. Thus, we try to supplement and complement parental care and values to provide an optimal learning and caring environment in a child care setting.

Program Statement

Learning and development happens within the context of relationships among children, families, educators and their environments.

We view children as being competent, capable, curious and rich in potential. Children grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she

belongs as a valuable contributor to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities. Families are composed of individuals who are competent and capable, curious and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the first and most powerful influence on children's learning, development, health, and well-being. Families bring diverse social, cultural, and linguistic perspectives. Families should feel that they belong, are valuable contributors to their children's learning and deserve to be engaged in a meaningful way.

We as educators are competent and capable, curious and rich in experience. Our staff are knowledgeable, caring, reflective, and resourceful professionals. They bring diverse social cultural and linguistic perspectives. They collaborate with others to create engaging environments and experiences to foster children's learning and development. Educators are lifelong learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience and their understanding of the individual children and families they work with. Every educator should feel he or she belongs, is a valuable contributor, and deserves the opportunity to engage in meaningful work (*How Does Learning Happen? Ontario's Pedagogy for the Early Years*, p. 6-7)

The Four Foundations of How Does Learning Happen

***Belonging** refers to a sense of connectedness 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.

***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.

***Engagement** suggests a state of being involved and focused. When children are able to explore the world 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.

***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. (*How Does Learning Happen? Ontario's Pedagogy for the Early Years*, p. 7-8)

How Does Learning Happen? Is the foundation of our Program

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when he/she is connected to others and contributes to his/her world.	Cultivate respectful 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 and health and well-being.	Nurture children's healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with his/her senses, bodies and minds.	Provide environments and experiences to engage children in active, creative and meaningful exploration and learning.

Expression	Every child is a capable communicator who is able to express himself/herself in many ways.	Foster communication and expression in all forms.
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To this end, we will:

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

- Parents/caregivers are required to sign their children in to the Child Care upon drop off and sign their children out upon pick up, indicating the time and initials of individual dropping off and picking up.
- In addition to regular attendance record completed by educators which indicates time of entry and departure of each child per room, educators complete a transition attendance on which they indicate number of children in the room, time and initials of educators.
- Communication binders are designated for each room in which parents can write notes to educators regarding details of their children's day, e.g. alternate pick-ups, absence details, information regarding clothing or personal belongings etc. Educators in each room refer to the communication binder daily before the children attend the Child Care for lunch and/or after school and/or refer to it on an as needed basis.
- Educators conduct ongoing visual health checks of all children in their care, making inquiries as needed regarding bumps, bruises, rashes etc.
- Educators maintain illness records for each child in their care recording date and occurrences of all potentially contagious illnesses. In addition, appropriate measures are taken as necessary, such as increased disinfecting, suspending sensory play, notifying Toronto Public Health.
- Educators position themselves to ensure a visual of all children in the room and conduct ongoing scans while engaged in experiences with the children.
- Snack menus (morning for FDK and Nursery, and after school and 5:30pm for FDK and Schoolage) are posted on the Parent Information Board located outside/inside each classroom and on the fridge in the kitchen. Menus are reviewed and approved by a Registered dietician and as such are deemed nutritious.
- Weekly disinfecting is conducted and recorded by area within each room e.g. toys, fridge, microwave etc.
- Disinfecting is conducted on an as needed basis in accordance with Toronto Public Health guidelines upon occurrences of body fluid spills and infection control.
- Resource materials are available to families per room and outside the Child Care office containing information regarding various topics related to health, hygiene and safety.
- Physical active play experiences are scheduled, planned and implemented for up to two hours per day depending on other programming, activities and weather.
- Within each classroom is an area accessible to all children that is conducive to quiet rest.
- At all times the group is out of their designated room, at least one educator per group carries a First Aid pouch containing a walkie talkie, band aids, bandages, gloves and

tissues and a separate Emergency Kit containing Epi-Pens/allergy medication for children in the group (if applicable).

- Playground inspections are conducted and recorded daily to ensure no hazards are present and the play structure and surrounding areas are in safe, working order.
- While supervising the playground, educators position themselves to ensure that all areas are monitored at all times.
- At times when groups are out of their designated rooms e.g. in the gym, on the playground etc. a sign indicating the groups whereabouts is placed on the door.

B. Support positive and responsive interactions between educators, children and families.

- Communication occurs with families through greetings and conversations during arrival and departure times, phone calls, memos, emails and newsletters.
- Experiences planned are based on observations of the children's interests, strengths and needs.
- In each Schoolage room opportunities are provided daily for the children to express their ideas and opinions related to programming and the room in general through suggestion boxes, room meetings, idea boards, etc.
- In each Schoolage room clear expectations and guidelines for behaviour are provided through posted Room Rules determined by the children as a group, ongoing conversations, reminders and modelling by educators.
- Children's developing ability to self-regulate is supported through availability of quiet areas and a variety of age appropriate resources related to emotions and problem solving.
- Conflict resolution is encouraged and supported through posters, books, games, role play and ongoing, respectful dialogue.
- Self-esteem, trust and feelings of inclusion are promoted through posting of the children's artwork, creations and documentation of experiences, daily jobs/chores, offering of choices within acceptable limits, offering one another (educator to child, child to child, educator to educator) sincere, positive encouragement.
- Educators model and support active listening.
- Educators engage in experiences with children as co-learners while asking open-ended questions to promote deeper thinking.
- Educators are pro-active in monitoring behaviours and implementing appropriate behaviour management techniques as necessary.
- Educators respond to both verbal and non-verbal communication/cues from the children in their care.
- Team meetings are held on a regular basis or as needed to discuss room progress, programming, issues, various committee details, staff scheduling, events etc. This ensures regular, purposeful, conscious communication amongst colleagues.
- A variety of events are hosted throughout the year to allow families and educators to get to know each other and socialize, such as, Open House, Bagel Breakfast, Family Skate Night, Holiday Show and Graduation.

C. Encourage and enable children to interact and communicate in a myriad (countless) of ways with each other, with educators and with their communities.

- Educators model positive, honest, respectful, active communication and have clear expectations for the same from the children, in which feelings are acknowledged and validated.
- Children are encouraged and supported in making their own choices within acceptable limits and to problem solve independently.

- Classrooms are kept clean, organized and clutter free so that they are inviting to children, educators and families, as to provide an environment in which they enjoy spending time.
- Opportunities to communicate feelings and ideas are provided through open-ended creative activities, language and literacy experiences, dramatic play, puppets, dolls, storyboards etc.

D. Foster exploration and inquiry that is play based. Evidence from diverse fields of study tells us that when children are playing they are learning.

- Educators incorporate their knowledge of individual children and child development simultaneously into planning and implementation of experiences.
- Children are able to move freely throughout the room and participate in experiences and learning areas of their choosing.
- Experiences are planned to build language/literacy, social/emotional competency and cognitive and motor skills.
- Experiences encourage hands on learning in which the children are supported in taking reasonable, manageable risks.
- Music, movement and creative expression are often integrated into planned and/or spontaneous experiences.
- Experiences are planned to ensure all children are able to successfully participate, catering to individual strengths and needs.
- A wide variety of open-ended play materials are provided to support development in all domains – social, emotional, communication, language and literacy, cognitive and physical.
- Planned experiences are flexible to accommodate the changing interests of the children and reflect an emergent curriculum model.

E. Provide both child-initiated and adult-supported experiences to foster development.

- Planned experiences are based on observations of the children's interests, strengths and needs.
- Weekly program plans are posted outside/inside each classroom and are completed on a daily basis.
- Educators extend learning experiences to encourage and support extended/ongoing projects.
- In each Schoolage room displays of experiences along with associated learning goals and outcomes based on the Early Learning for Every Child Today framework are posted in areas visible to children and families.
- Families are encouraged to participate in planning and implementation of experiences by way of volunteering within the classroom and/or sharing their talents and skills with the children.
- Educators incorporate their knowledge of child development and are aware of and follow children's cues to ensure experiences sustain the children's interest.

F. Provide many opportunities for a range of experiences that support each child's learning and development.

- Experiences are tailored to ensure they effectively and accurately meet the needs of both individual children and the group as a whole.
- Children are provided opportunities to participate in clubs and workshops based on their suggestions and interests.
- Planned and spontaneous opportunities are provided for children to lead experiences throughout the day/week e.g. reading to a group, organizing/teaching a game, line leader, etc.
- Quiet areas are available within each room to allow for rest and reflection.
- Opportunities for social, emotional, communication, language and literacy, cognitive and physical development are interwoven throughout the room and day and across experiences to ensure the various learning styles of all children are met.

G. Incorporate a range of different experience modalities, including indoor and outdoor play, active play, quiet play, rest and quiet time, considering the individual needs of children.

- Interest areas such as creative, science, language and listening, books, games, puzzles etc. are intentionally set up throughout the room to promote large group, small group and quiet play.
- A variety of outdoor play spaces such as a climbing apparatus, turf field, paved area and basketball nets, and equipment such as a variety of balls, bikes and scooters, skipping ropes, hula hoops etc. are readily available as well as indoor play spaces (large and small gym) to accommodate physical play during inclement weather.
- Daily program plan includes the following areas; Art, Sensory, Construction/Block/Accessory, Science and Nature, Dramatic Play, Language and Listening, Cognition/Manipulation, Physical Play.
- A book area with a couch and/or pillows is accessible for quiet rest.

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

- A variety of events are hosted throughout the year such as, Open House, Bagel Breakfast, Family Skate Night, Holiday Show and Graduation.
- Daily communication occurs with families through greetings and conversations during arrival and departure times, phone calls, memos, emails and newsletters.
- Families have the opportunity to attend the Annual General Meeting in order to participate further and ask questions concerning the Child Care's operation and finances.
- Information about the Child Care can be found on the website at www.jwccp.com. To the public the following information is available - background, philosophy, family manuals, programs, application details and contact information. Through a secure Log In for families currently enrolled in the Child Care the following additional information is available - family profiles and newsletters.
- Families and children are invited to share cultural traditions, recipes and words/phrases in their home language with the class.
- Parent Information boards are located outside/inside each classroom containing information regarding Licensing, Board of Director's names and positions, educator's

names and positions, Ministry of Education, Toronto Children's Services and Toronto Public Health consultant contact information, Room Handbooks, Family Manual, Fee Information and Medication, Inclusion and Anti-Racism Policies.

I. Actively engage with community partners and provide opportunities for the children and families to develop close connections with a range of community support.

- The children participate in neighbourhood walks to enhance programming e.g. to the pet store, the local market, nature hunts etc.
- Workshops are brought in to the Child Care on P.A. Days, March and Winter Breaks such as, scientists, woodworking, magician, animals etc.
- Community supports are made available to families on an as needed basis.

J. Strengthen the capacity of educators to collaborate effectively with children, families and their colleagues through the provision of ongoing opportunities for continuous professional learning.

- Educators regularly attend and participate in staff and room meetings during which time pertinent information is shared and discussed and time is allowed for sharing of thoughts, suggestions, concerns and ideas with the group.
- Educators must maintain up to date First Aid and Child CPR certification.
- Parents of children with potentially life threatening allergies for which they require an Emergency Action Plan (allergy medication which might include an Epi Pen) conduct training sessions which are mandatory for all educators to attend on a yearly basis or in cases where the Action Plan changes throughout the year.
- Educators are supported and encouraged to participate in continuous growth and ongoing learning by attending professional development workshops and sharing this learning with colleagues upon returning to the Child Care.
- Educators are encouraged and expected to stay up to date with current research and practices and develop an understanding of and adhere to the Code of Ethics and Standards of Practice as a Registered Early Childhood Educator as set out by the College of Early Childhood Educators www.college-ece.ca.

K. Use many languages to document and review the experiences of the children and the educators in order to; provide an ongoing record of development, provide tools to enable educators to reflect on the impact of their activities and strategies and, provide a visual and oral record that enables parents to review and explore the developmental trajectory of their child.

- Educators will record dated observations of the children using the Early Learning for Every Child Today framework which is based on each child's individual development in the following areas; social, emotional, communication, language and literacy, cognitive and physical.
- Displays of children's work and photos of learning experiences participated in by the children along with associated learning goals and outcomes based on the Early Learning for Every Child Today framework are posted in areas visible to children and families.

- Educators create personal portfolios and complete self-evaluations each year to reflect on and share their achievements and growth with Administration during their yearly review.
- Labels/signs throughout the Child Care contain different languages e.g. French, Spanish, Sign Language.
- Educators will use their observations, knowledge of child development and children's cues to plan and implement experiences. As they listen, observe, document and discuss with others, families in particular, to understand their child as they know them best (*How Does Learning Happen? Ontario's Pedagogy for the Early Years*, p. 19).

Service Offered

The John Wanless Child Care Program is accountable to the following:

- The Ministry of Education monitors our programming, facilities and staff. The Program Advisor issues an annual license based on our centre's compliance to the Child Care and Early Years Act. This License must be renewed each year in order for the Child Care to operate.
- The Child Care has a Purchase of Service Agreement with the City of Toronto, Children's Services Division, which monitors our programming, facilities, finance, and staff, through which the Child Care can provide subsidized spaces to families who are eligible. The John Wanless Child Care Program must also submit an annual Budget to the Toronto Children's Services as well as have annual inspections by our Ministry of Education and District Consultant/Quality Assurance Analyst to ensure the centre follows the Early Learning and Care Assessment for Quality Improvement.
- Toronto Public Health also inspects the Child Care once a year for policies and procedures pertaining to health and sanitary conditions and also our sanitizing utilities (dishwasher) and kitchen area.
- The Toronto District School Board has a shared space with the Child Care (Senior Room), along with our four other rooms, which are leased until 2020. The City of Toronto reimburses the School Board for Child Care occupancy costs.

Waiting List Policy

1. The applicant child's Birth Certificate must be presented to Child Care staff following completion of the Waiting List online.
2. When a space becomes available and you are next on the list (filed by date of presentation of Birth Certificate not online Waiting List submission), no more than three (3) phone call attempts will be made to advise you of the spot. Should the Child Care be unable to contact you by phone, the next family on the list will be offered the spot.
3. Once officially offered a spot, you will be given three (3) days to decide and bring in a non-refundable/cashable cheque equal to the first month's fee of Child Care. Should we not receive this cheque within the three (3) day period, the next person on the list will be offered the spot.
4. Should you be offered a spot for the first time and choose to decline it, you have the option to defer your spot until the next year with the entry date changed to the date of the decline.

Hours of Operation

The Nursery Program commences a week after school starts in September. Monday through Friday, 9:00am to 11:00am, September to June.

Program Closures

The Nursery Program does not operate on Professional Activity Days, Statutory Holidays, March Break Easter Monday, Christmas Holidays, July and August inclusive.

***You will be notified of dates when we receive the approved calendar from the Toronto District School Board yearly.**

Fee Information

Fees are reviewed and determined by the Board of Directors on a yearly basis. The John Wanless Child Care Program will notify families of any fee changes in advance. Any changes would take effect in the following school year. Information regarding fees/finances will be given to parents at the Annual General Meeting. Current fees are posted on the Child Care website www.jwccp.com and on the main Parent Board outside the Junior room.

Fee Payment Policy

Approved by The John Wanless Child Care Program, Board of Directors - for the school year 2017-2018 Pre-Authorize Debit (PAD) will be optional. As of 2018-2019 school year, all families will be on PAD program as the Child Care will no longer accept cheques for monthly Child Care fees. A cheque will be required for deposit fee only.

1. **By no later than the last Friday in February**, all parents must advise the Child Care in writing whether or not they wish to re-enrol their child(ren) in the Child Care for the following school year (September-June). Parents will be advised of the Board approved fees in December for the upcoming school year.
2. **Failure to pay the September fees by the last Friday in February shall be deemed to be notice of withdrawal from the Child Care for the upcoming school year for all children in the family.** If your fee is returned for insufficient funds (bounces), the Child Care may, at its discretion, consider this to be non-payment of the September fees and a deemed notice of withdrawal from the Program for the upcoming school year for all children in the family.

Fee Month	Pre-Authorize Debit (PAD)
October	September 1
November	October 1
December	November 1
January	December 1
February	January 1
March	February 1
April	March 1
May	April 1
June	May 1

3. If written notice of withdrawal is given to the Child Care on or before May 1st, no penalty will apply, and the September fees will be refunded.

4. In accordance with the current and continuing enrolment policy, 2 months written notice of withdrawal must be given. July and August are excluded in determining the 2 months notice.

Penalties

*NSF cheques will have a surcharge of \$15.00 applied to the next cheque.

ALL FEES ARE PAYABLE REGARDLESS OF THE CHILD'S ATTENDANCE, ILLNESS, OR EMERGENCY SITUATIONS SUCH AS A STRIKE

Income Tax Statements

A statement of fees paid during the prior calendar year will be given to all parents/guardians by the end of February. This receipt will not normally be mailed. Receipts will not be issued until all outstanding fees and penalties are paid.

Enrollment Policy

Children in the Nursery Program are given an early introduction to The John Wanless Child Care Program and school before starting Junior Kindergarten (JK). The enrollment policy of The John Wanless Child Care Program and John Wanless Public School states only families living in-district will be accepted starting JK. Those families enrolled in the Nursery Program living out of district must attend their home school as JK commencement.

Acceptance into the Nursery Program is not guaranteed if the Nursery Program is at enrollment capacity.

Withdrawal

Parents are required to provide two month's written notice (i.e. January 1st for the month of March 1st) before withdrawing their child from the program. If sufficient notice is not given, there may be no reimbursement.

Inclusion: Access and Equity

The John Wanless Child Care Program strives to include all children/families into the program in order to provide an opportunity for all individuals to develop to their full potential. Our aim is to provide access to all families in our community, ethno-cultural, family compositions, etc. The Child Care will make every effort to accommodate the needs of all children/families (i.e. resource consultants, special funding request), however, sometimes it becomes apparent that a child/family is not suited to our program. When this happens, the Child Care Administration along with the Board of Directors would make the final decision that the child can no longer attend the program (see withdrawal procedure). All meetings with families etc. would be documented, our Children's Services Consultant and Ministry of Education would be notified, and any outside agencies needed during this process would be utilized. The Child Care will try to help the family with alternate arrangements.

Duty to Report

The John Wanless Child Care has a legal obligation to report any suspicions of child abuse to the Children's Aid Society.

After Hours Policy and Fees

Late Policy

While we understand, there may be times and or circumstances that parents/guardians are late, we remind you that it should not become a frequent occurrence. Parents are requested to call the Child Care before 11:00p.m. if they know they will be coming after 11:00a.m. ***Please note that this does not exempt parents from paying a late fee.*** If we have not received a call from you, our teachers are required to call you at 11:00a.m. If we cannot reach you by 11:00a.m., we will call your alternate pick up person to come and pick up your child(ren). If your alternate does pick up before we can reach you, we will leave a note on the outside door of the main Child Care entrance with a number to reach the Child Care Administration. They will have all information regarding your alternate pick up person and where to find your child(ren). **If we cannot reach you or any of your alternatives by 11:30a.m., we are required to call Children's Aid and the Police. A Serious Occurrence Report must be made to Children's Services and Ministry of Education as well. Please make sure we can reach you by phone after 11:00a.m. or call the Child Care as soon as possible.**

It is the parents/guardians' responsibility to pick up their child(ren) no later than 11:00a.m., therefore you need to share the information about late penalties with anyone picking up your child(ren.)

Late Penalty

Your child(ren) must be picked up no later than 11:00a.m. Parents/guardians who are late will be charged at the rate of \$1.00 per minute, payable in cash to the staff person on duty that day. These funds are to compensate the teachers who are required to stay late. **After five late occurrences, there will be an additional levy for each minute late and a review of the situation by the Board of Directors.**

Transition to Child Care

Through our years of operation and experience, we recognize that the transition to Child Care can sometimes be quite challenging for everyone concerned. Everyone comes together with different expectations, experiences and ways of dealing with these changes. Through the initial period of adjustment, it is extremely important that all parties (children, parents and teachers) communicate frequently and openly so that any issues of concern can be addressed as they happen. We would always hope that the decision to put your child(ren) in our care is the right one for your family. However, occasionally it becomes evident that the Child Care is not the right choice for your child(ren) and/or family. Should the decision be to ***not continue care*** in The John Wanless Child Care Program, two month's written notice is required by both the family and Child Care.

Communication in the Child Care

Communication between parents/guardians, staff and children is very important to all of us in the Child Care. Should parents/guardians ever have a concern, we trust that it will always be shared with a teacher as soon as possible. Most problems are not too big for us to try and work out. Each room has a Communication book for daily happenings. Since not all staff members work the morning shift in the Child Care, this book is one of the important ways that teachers keep up to date on what is happening with the children under our care. This book can be used to record changes in the pick up of your child, appointments that the teachers need to know about, concerns for your child, or anything else regarding your child, which would affect their day. **Please remember to sign any information that you put in the book, as well as sign your child(ren) in and out each morning and evening.** As it is available to all parents/guardians, matters that are confidential should either be given by letter or by calling the Child Care to speak with your child's teacher. Please keep in mind, if you are calling us, our busiest

times are between 7:30a.m.-9:00a.m., 11:30a.m.-1:15p.m. and 3:35p.m.-4:00pm which makes it difficult to speak with us on the telephone. Alternately, you can always email us at jwccp@on.aibn.com. **Please remember that should anyone other than a parent/guardian be picking up your child(ren), we MUST receive this information in writing or else we cannot authorize the release of your child(ren). Picture identification is required for every alternate pick up.**

PARENTS/GUARDIANS ARE RESPONSIBLE FOR KEEPING THE ONLINE RECORDS FOR THE CHILD CARE UP TO DATE ON ALL CURRENT INFORMATION SUCH AS WORK AND CELL PHONE NUMBERS. THE CHILD CARE MUST BE ABLE TO REACH YOU IN CASE OF AN EMERGENCY.

Guardianship and Custody Rights

Parents/guardians with sole or joint custody of a child enrolled in The John Wanless Child Care Program must provide us with legal documentation and custodial arrangements. Any changes in the custodial arrangements must be submitted in writing to the Child Care Administration along with supporting legal documentation. Should an unauthorized person either visit or try to sign the child out, the custodial parent/guardian will be called along with the Police.

Signing In and Signing Out of Children

Parents/guardians or someone of the age of 12 or older are required to sign in their child(ren) on the sign in sheet, with the time of arrival and initial each day. Likewise, parents or someone of the age of 12 or older are required to sign out their child(ren), with a time and initial. **Parents/guardians must make sure teachers are aware that your child(ren) has arrived, as well as letting them know you are picking them up, and signing out/leaving the Child Care for the day.**

Parents/guardians are to drop off and pick up children at all times unless:

1. They provide the centre with prior written authorization for another adult(s) to fulfill this role on a standing or regular basis, or
 2. Provide the centre with written authority that another adult(s) is to fulfill this role on a certain day.
- If a child is going to be absent, a parent/guardian is expected to call and advise the Child Care of that fact. Parents/guardians are expected to sign their child(ren) in and out, (or formally delegate this role to another adult, as described above) every time the child(ren) leaves the centre.

**** Do not rely solely on email as your form of notice in regard to changes in pick up of your child. You cannot ensure that we received the email in time for this change. Please call first to alert us to the change and then follow-up with the written permission.***

Parents/guardians must understand that the Child Care is not responsible for children while not in our care.

Drop-off and Pick Ups

The first priority of The John Wanless Child Care Program is to ensure the safety and security of the children.

Therefore, **it is the policy of the Child Care that each child be dropped off to (signed in) and picked up (signed out) from the Child Care by a parent or someone of the age of 12 or older each day.** In addition to meeting our legal obligations, this provides an opportunity for contact between parents/guardians and teachers during which time information can be exchanged concerning your child(ren)'s day.

For safety and attendance records, it is very important that you acknowledge a teacher of your child's presence each day. **The Nursery Program operates at 9:00a.m. Families are not permitted in the**

rooms before this time. **Any child arriving before this time must not be left unattended.** It is the parent/guardian's responsibility to sign his or her child(ren) in and out of the Child Care with an indication of the time on the "sign in/out sheets" located outside the child's rooms. *The parent/guardian is also responsible for ensuring that the teacher on duty knows of your child's arrival and departure.* If your child is going to be absent, it is the parent/guardian's responsibility to telephone the Child Care before 9:00a.m.

Each year, parents/guardians are required to submit the names of two adults who have permission to pick up their child in an emergency. *These adults will only be called if there is an emergency and we are unable to get hold of a parent.* Any person(s) designated to pick up your child must be over the age of 12 and must have photo identification with them each time they pick up.

***Under no circumstances will we release a child to anyone other than their parent/guardian unless we have written permission from the parent/guardian even if they are on the emergency list.**

Prohibited Practices

A prohibited practice is any behaviour that puts children at risk or inhibits their growth, self-esteem, and healthy development. The following practices are unacceptable and may result in disciplinary action including termination of employment.

- a. corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
- b. physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
- c. locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;
- d. use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, share or frighten the child or undermine their 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.

Appeal Process

We acknowledge a parent/guardian's right to discuss any issues that happen within the Child Care. We also recognize that a parent/guardian's form of discipline and decision-making may vary from that of the Child Care. As a result of this, there may be a difference of opinion. Should the parent/guardian wish to discuss any actions that the Child Care decides to take, they can request a meeting with a representative of the **Child Care Administration and:**

***The teacher involved with their children**

***A representative of our Board of Directors**

Suspension/Withdrawal

The John Wanless Child Care Program will make every effort to accommodate all children in our care. The programs are based on observation of individual children along with the entire group, information from parents, staff and school staff. At times, the Child Care, with parental consent, will involve an outside agency to help with any concerns either behavioural or developmental.

from parents, staff and school staff. At times, the Child Care, with parental consent, will involve an outside agency to help with any concerns either behavioural or developmental.

There may be unusual situations where the Child Care program cannot meet the needs of some children/families. In this case, the Administrative Staff, in conjunction with the Board of Directors, has the right to decide whether a child should be suspended or withdrawn from the Child Care Program. The Board of Directors is required to give one month's written notice requesting that the child no longer be in attendance in the program. This decision would only be made after every effort has been made by the Child Care teacher(s) and parents to resolve the situation. All considerations are in the best interest of the child and the safety of all children in the Child Care program.

Toronto Children's Services & Ministry of Education must be notified.

Children Biting in the Child Care

(Subsection to the Behaviour Management Policy)

From time to time, there have been incidences of children biting others within the Child Care rooms. As this can be a very serious issue, we felt it necessary to develop a plan to deal with this. The following are the steps that the Child Care will take in the event that this occurs:

First Incident:

If the bite from one child to another breaks the skin, the "biter" will be removed from the room and the parent/guardian(s) will be called to pick up the child. The reason for this action is to show the seriousness of this. This situation is reported to the local health office as well as Serious Occurrence.

Important note: If a child from outside the child care bites and breaks the skin, the name, address, and all relevant information must be collected from the child/ caregiver in order to complete our Serious Occurrence.

***A note will be made in the child's file**

If the bite from one child to another does not break the skin, the parent/guardian will be called and told of the incident.

***A note will be made in the child's file.**

Second Incident:

Should a second incident of biting take place, (regardless of whether the skin is broken or not), within a school term (i.e. 3 months), the child will be removed from the room and the parent/guardian will be called to pick up the child. The child will be required to stay home for the rest of the day.

The Child Care may decide to meet with the parent/guardians to discuss the situation. A written observation will be done to try to determine why it is happening.

***A note will be made in the child's file.**

Third Incident:

Should a third incident take place, within a school term, the child will be removed from the room and the parent/guardian will be called to pick up the child. The child will be required to stay home for the next day. This is done to try to show the seriousness of this type of aggressive behaviour.

The Child Care will consult with an outside agency for assistance (i.e Holland Bloorview Kids Rehab etc.) to try to seek some additional help with the issue.

Code of Behaviour For all Persons on our Premises

Due to the nature of our business with children, it is essential that all persons having connections with the Child Care (i.e. parents/guardians, volunteers, visitors, etc.) adhere to our existing codes of behaviour.

The Child Care staff is responsible for providing a safe and secure place for the children. If for any reason we feel that the children in our care are being exposed to inappropriate language or actions (i.e.: disciplining your child in a harsh manner), we will ask the person who is in contravention of our Code of Behaviour to leave our premises immediately.

If our staff members feel threatened by any person on our premises, they will call 911 immediately.

Parental Code of Conduct

Effective October 2005, the Board of Directors approved a Code of Conduct for all Child Care parent/guardians to follow. Challenges arise each year and we deal with any issue in a respectful and efficient manner, and promote all parents to do the same as well. The staff here at the Child Care at times have to make difficult decisions and work closely with our Board as well as our Ministry and Children's Services to meet all standards and regulations as well as what is in the best interest of the children. At times, not all families are satisfied with our decisions. During these times, we ask that you calmly approach a staff member or your Room Representative to discuss your concern. Included in the attachments is a Parental Code of Conduct, which further defines all procedures and expectations.

The following code defines acceptable behaviour:

All parents/guardians/adults should:

- Interact with staff, board members and children in a respectful manner.
- Recognize that the JWCCP staffs are trained professionals who implement programs with the best interests of the children in mind.
- Use discretion when interrupting group activities, and understand that they might be asked by a teacher to wait in the hall, in order to minimize the interruption of the group as a whole.

All parents/guardians/adults should not:

- Harass, bully, berate or belittle any of the staff or board members
- Interfere with programming in the rooms
- Interfere with staff when they are problem solving with children
- Use language that is hurtful, profane, or otherwise inappropriate with staff or anyone attending the child care (you will be asked to leave the premises immediately)

Parents/guardians at the Child Care are advised to address a problem with the staff at the Child Care in the following manner.

Steps to Follow:

1. Talk to your child's teacher
2. Speak to the Child Care Administration
3. Address your issue(s) in writing and present them to the Board of Directors

If you feel your concern has not been addressed by the above methods, the Child Care Administration will set up a meeting with a Board Member at their earliest convenience. There will be no further discussion regarding your concern until the set meeting.

Appeal:

We encourage a parent's right to discuss any issues that happen within the Child Care. We also recognize that a parent/guardian's form of discipline and decision-making may vary from that of the Child Care. Should the parent/guardian/adult wish to discuss any actions that the Child Care decides to take, they can request a meeting with the Child Care Administration and / or the Board of Directors.

If a parent/guardian/adult does not follow the *Code of Conduct*, the Administration of the Child Care as well as the Board of Directors will be notified. The Board reserves the right to dismiss a family from the Child Care.

Field Trips and Community Walks

As part of our program, we occasionally take the children on walking excursions in and around our (local) neighbourhood. For more information regarding these trips, please review the program schedule. During the school year, we have a few Professional Activity Days in which we plan special events for the children. These trips and events are planned to enrich the program as well as being a fun learning experience for the children.

Approximately three week before each event, a permission form outlining the details of the trip will be sent home with your child to be signed and returned promptly. Please help us by returning the form regardless of attendance plans, by the due date so that we can allow your child to participate in the activities and also to keep our records up to date.

It is expected that all children will participate on these days. If a parent/guardian does not wish their child to attend (or their child cannot attend), then it is the responsibility of the parent to make alternate arrangements for their child's care needs that day.

A lot of thought and work is put into the choice and preparation of a trip so that developmental goals, safety standards and enjoyment for the children are met. The following are some points we would like you to be aware of:

- Unless weather is extreme, we will go on the trip as planned. Please have your child wear clothing that is appropriate for the weather and location.
- Children always use the washroom facilities under the supervision of a Child Care teacher.
- Trips are taken with a chartered school bus.
- The teachers carry an emergency pack containing medication children may need (i.e. inhalers/epipens), emergency information on all children, a First Aid Kit and money.
- A cell phone will be with one of the teachers in case of an emergency.

Parent and Guardian Volunteers

The John Wanless Child Care Program is committed to providing a high quality, safe and secure environment for all children enrolled in our program. The safety and well-being of children who are being supervised on our premises is one of John Wanless Child Care's highest priorities.

As of September 6, 2011, all day nursery and private-home day care agency operators will be required to develop and implement a policy for the supervision of volunteer and placement students in Child Care programs.

Reg. 262 under the Child Care and Early Years Act states that every owner/operator shall ensure every child who is in attendance in a day nursery or in a private-home day care location be supervised by an adult at all times.

The John Wanless Child Care has developed the following policy and programs in order to comply with the direction of the Ministry of Education and Regulation 262.

This policy sets the framework and the program which applies to all agency volunteers and placement students who have been approved or accepted by The John Wanless Child Care Program.

The John Wanless Child Care Program may have volunteers and/or Early Childhood Education students working within the organization along with staff throughout the year. At all times, volunteers and placement students must be under the direction and supervision of The John Wanless Child Care Program staff.

- No child or children will be supervised by any person less than 18 years of age.
- No child or children will be supervised by someone who is not an employee of The John Wanless Child Care Program.
- Only employees of The John Wanless Child Care Program will have direct unsupervised access to the child(ren).
- All staff are required to review the organization's policies, procedures and practices regarding the supervision of volunteers, participating parents, and students at The John Wanless Child Care Program.
- All staff will review their roles and responsibilities when directly supervising and working with volunteers, participating parents and / or placement students in their classrooms annually.

The Board of Directors and Administrators of the Child Care are responsible for ensuring that volunteers, participating parents, and students are provided an orientation to the organization, appropriately trained, and supervised.

Volunteers, participating parents, and students have a responsibility to contribute to their orientation by seeking information, asking questions and/or assistance as required.

All volunteers, participating parents, and placement students must agree to follow all policies and procedures of The John Wanless Child Care Program. All volunteers, participating parents, and placement students must agree to follow the directions and guidelines provided by staff and administration of The John Wanless Child Care Program.

In the case of a disagreement over the direction provided by a staff member the volunteer participating parent or placement student may address this issue in writing with the Administration staff or with the Executives.

Criminal Reference Checks

All volunteers including participating parents having direct contact with children in the Child Care must have a satisfactory criminal reference check. The levy must be paid by the volunteer. No reimbursement from the Child Care.

Student Placements – Students, prior to their placement in the Child Care must verify they have a satisfactory criminal reference check. The levy must be paid by the student. No reimbursement from the Child Care.

Mandatory Orientation & Training

Prior to starting in the classroom at The John Wanless Child Care Program all volunteers, participating parents, and placement students will have an orientation which will include a comprehensive discussion regarding The John Wanless Child Care Program's philosophy, Ministry of Education, Children's Services, Toronto Public Health and the Child Care and Early Years Act requirements.

All volunteers, participating parents, and placement students will be provided with a detailed orientation regarding their roles and responsibilities within the organization. This will include a thorough review of The John Wanless Child Care Program's Code of Ethical Behaviour. (College of ECE Code of Ethics and Standards of Practice) prior to working with children in the classroom.

- All volunteers, participating parents, and placement 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.
- All volunteers, participating parents, and placement students will have ongoing training through impromptu daily meetings and scheduled bi-monthly staff meetings or as needed.
- All volunteers, participating parents, and placement students are required to read all applicable memos and organizational updates.

Volunteers, participating parents, and placement students will be made aware of all applicable policies and procedures in the organization including but not limited to:

- *The Behaviour Management Policy
- *Occupational Health & Safety
- *Emergency Policies and Procedures
- *Anaphylaxis Policy and Procedures
- *Workplace Violence and Harassment Policies
- *Serious Occurrences Policy
- *Confidentiality Policy
- *Volunteer or Placement Student job description
- *Code of Conduct

All accidents, injuries and hazards must be reported immediately to any staff member, Supervisor, or Executive Director. Incidents include violence, theft, threatening behaviour, abuse or any (potentially) unsafe situation.

Record Retention

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

Confidentiality - All volunteers, participating parents, and placement students must sign a Confidentiality Agreement

All volunteers, participating parent, and placement students are responsible for maintaining the confidentiality of all proprietary or privileged information to which they are exposed while at The John Wanless Child Care Program, involving staff, children/families, or other volunteers and students.

Discipline

All volunteers, participating parents, and placement students who fail to adhere to the policies and procedures of The John Wanless Child Care Program may face disciplinary action, up to and including dismissal.

The John Wanless Child Care Program believes in fairness and openness and where volunteers, participating parents, and placement students can expect a commitment to resolving conflict and receiving supportive and constructive criticism. If disciplinary action is required, the organization follows the same steps as its staff policies:

- Performance review
- Verbal warning
- Written warning
- Suspension
- Complaints, Appeals and Grievances
- Final Warning
- Termination

Sharing Your Talents

You may, or may not, know that in addition to our full-time Child Care professionals, the Child Care also requires parent support to run. The biggest commitment comes from the President and Treasurer of our Board who contribute many hours each month. Our other Board Members commit several hours a month also. We can benefit in many ways from help from our other parents.

We have noted that the 'population' of child care parents have a lot of expertise, resources and contacts we might be able to benefit from, either regularly, or just on a one-time basis.

To those interested in helping:

We want to get a good understanding of your skills, areas where you may have useful contacts (we might be able to get a discount for example) and then to understand if:

- a) You are prepared to give up a few hours per month on a regular basis if needed
- b) You would consider helping on one specific project if it would benefit the Child Care

Health Policies

We realize that health is a complex issue in Child Care. In formulating our Health Policies, we considered several matters:

1. The ability of an ill child to cope with the day's activities
2. The need to protect children and staff from communicable/reportable diseases (this is a requirement of Toronto Public Health)
3. The responsibility and commitment of parents to their work
4. The need parents have for guidelines to assist them in deciding whether to bring a child who is "not quite well" to the Child Care Program
5. The need teachers have for guidelines to assist them in determining whether to call a parent away from work when a child develops symptoms of illness during the day

Guidelines - Attending Child Care or School

There will be times when it will be difficult for a parent to determine if their child should attend Child Care or school. A slight cold or the tail end of an illness are two examples. In these instances, a general rule for determining if the child is well enough to be at the Child Care Program is: **If the child is too ill to participate in the outdoor portion of the program, the child is too ill to attend.** We cannot permit a teacher to leave the rest of the group to supervise an ill child unless it is an emergency.

A child should not be in the Child Care Program if he/she has one or more of the following:

1. Paleness or flushed face, or continuous crying
2. A temperature of 100.4 C or more
3. Diarrhea
4. Vomiting
5. Extensive or unexplained rashes
6. Yellow/green discharge from eyes, crustiness around eyes, puffy or red itchy eyes.
7. Any reportable diseases that must be reported to Toronto Public Health

If a child has been absent (or sent home) from the Child Care, he/she may not return until they are "free" of symptoms and absent for 24 hours. A child must have a normal body temperature without assistance i.e. Tylenol for 24 hours before returning to the Child Care. Upon return, a teacher may observe the child *before being readmitted* to the program.

If upon returning, the child continues not to be well, the parent/guardian will be called and asked to pick up their child and must then present a doctor's note of good health stating the child is no longer contagious before the child will be re-admitted to the Child Care Program.

Immunization

Should any family receive notice from Toronto Public Health notifying them of their child(ren) being overdue for any mandatory immunization and or receive notice that a child(ren) is not permitted back to school until immunization is updated, the child(ren) would also not be permitted to attend Child Care until immunization is updated. Once a child is updated on immunization and is permitted to attend the school, the child(ren) will be permitted to attend Child Care.

Administering Medication and Prescription Procedures

The child's doctor, parent or guardian must authorize the administering of any medication that we will be asked to give to your child.

Medication must be in the original container labelled with the child's name and instructions. As well, the parent must provide a schedule for administering the medicine and indicate permission by filling out and signing the form provided by the Child Care. Please ensure that you do not leave any medication on the counter or in the room if you cannot find a staff member. Please see the Child Care Administration if you are unable to locate a teacher.

Non-prescription (over the counter) medication will be administered *only with an accompanying doctor, parent or guardian's note explaining the dosage, etc.*

A child must have been their prescribed medication for at least 24 hours before being able to return to the Child Care.

First Aid and Incident Report

Most injuries in the Child Care usually require a bandage, some ice and a little cuddle. We try and inform you of these injuries so that if there is any need of follow-up, you can certainly be aware of it. After consultation with our local health department, we were recommended to use **tap water only** on

any scrapes or cuts. If there were injuries of a more serious nature (ones that require more than a bandage), we would either call the parent/guardian and request you come and pick up your child or call for medical assistance (i.e. an ambulance). When something of a more serious nature occurs, the Child Care has a system in place to deal with this.

After caring for a child with a minor injury, we have an "Incident/Accident" report that we fill out and in turn ask the parent/guardian to review and sign for our records. All of our Registered Early Childhood Educators and our Assistant Teacher are certified annually in First Aid and CPR with Link to Life.

Emergency Medical Attention

In case your child needs emergency medical attention, where we would call an ambulance or take a taxi with your child to the nearest hospital, we would notify parent/guardians either from the Child Care, en route, or from the hospital. **Please bring your child/ren's health card to the hospital with you.** If, in the emergency, harm is suspected, we will notify parent/guardians according to instructions from either a Children's Aid Worker, or a Police Officer.

Allergies in the Child Care

Parents/guardians must inform the Child Care of any allergies, especially life threatening allergies their child may have. **It is the parent/guardian's responsibility to advise the Child Care in writing if their child has any food allergies, and also to keep the Child Care updated on any changes in their child's conditions.** The John Wanless Child Care Program will make every effort possible to be Nut Free. **Treats for birthdays are no longer accepted due to possible severe reactions, an alternative suggestion is to bring in stickers, pencils etc.**

Therefore, the Child Care will not be accepting any outside food promotions. **Please also see the Child Care's Anaphylactic Policy.**

Due to severe Nut Allergies in the Child Care and School, our program tries to be a PEANUT AND NUT FREE ZONE, but we cannot guarantee it. We encourage all families to ensure that they do not allow any foods that contain nuts, nut oil, nut products, etc. to come to school with your child (lunches, snacks etc.). We also do not allow any sharing of lunches. In some cases, allergies are LIFE THREATENING; we need your help and co-operation regarding this matter. Please see our Anaphylactic Policy posted on our main Parent Board (outside Junior Room).

Food and Nutrition

The John Wanless Child Care Program constantly strives to provide a variety of **healthy snacks** for the children in our care. Along with nutritional values, we look at any allergies and food restrictions the children develop throughout the year.

If your child(ren) has a food allergy and or food tolerance that cannot be accommodated please ensure that you make arrangements to bring in supplementary snack.

Flushing for Lead Policy - Safe Water Act Ontario

As of January 2007, all Child Cares are required to flush all water taps each morning before the Child Care opens for a minimum of five minutes. This ensures any residues in taps are flushed out prior to children drinking the water. The teachers will keep a daily record ensuring the policy is adhered to. Please also refer to our Flushing for Lead Policy and Procedures for further information.

"Missing Child" Procedures

Once a child is reported missing, not signed out on our sign out clipboard, or missing from our care, a Serious Occurrence report is completed. The Police, Children's Services & Ministry of Education will be called to inform them of a "missing child", a Police Officer will come to the Child Care to take

statements from staff. The Child Care must remain in constant contact with Children's Services & Ministry of Education and the Police until the child is found. Fortunately, we have not had a child go missing as the result of a serious situation such as abduction; however, we have had this happen as a result of children not being signed out. **Again, this is a very serious situation, so parents/guardians must sign their child out or send communication regarding a child's absence.** Serious Occurrences are confidential information that the staff cannot share with other families. If this type of situation occurs, our policies and procedures will go out to all families reminding them of the severity of this type of situation, and how important it is to sign children out and communicate with a teacher that their child(ren) is leaving.

Fire Drills

The Child Care is required to have a minimum of *one* practice fire drill each month. Each room has a primary & secondary exit they need to use to exit the building. The children practice exiting the building in a timely manner, in case of a real fire or evacuation. **All procedures and dates are posted in each room, for monthly recording.**

Child Care staff must follow fire drill procedures during all of the school fire drills as well.

Emergency Evacuations

In case of emergencies such as fire or flood, the Child Care is required to leave the building immediately. Each room will take the children out from their required exit. Administrative staff will check for any remaining children/staff in washrooms and close any remaining doors and take the Evacuation Kit with them. Once all groups have gone outside to their designated areas, the teachers will take attendance and wait for instruction from the Child Care Administration or designate.

If the Child Care cannot re-enter the building, the Administrative staff will notify all groups and will proceed to our temporary emergency shelter:

Emergency Site

Church of St. Timothy
100 Old Orchard Grove (at Jedburgh) Toronto, Ont.
416-488-0079

***You will be notified in September of our confirmed Emergency Site which is approved yearly, required by the Ministry of Education.**

Once we reach our emergency shelter, attendance will be taken again and we would begin to call parents to come and pick up their child(ren) immediately. It is imperative that the Child Care has up to date information and telephone numbers where we can reach you at any time in the day. A call into Serious Occurrence will also be made, notifying them of the situation.

Serious Occurrence Procedures

All of the following situations would require the Child Care to call Children's Services and Ministry of Education to report a Serious Occurrence. A Serious Occurrence can be defined as: a serious injury, a missing child, or a disaster such as a fire. Medical emergencies such as an allergic reaction that require us to send a child to a hospital or call for an ambulance also requires reporting. All staff are trained and updated annually on any changes in reporting procedures and Administrative Staff/designate are advised of all Serious Occurrences. All serious occurrences reports will be posted on our parent board for 10 consecutive days.

Staff

All the staff here at The John Wanless Child Care Program adhere to a number of policies and procedures, as well as Ministry, Health and Fire regulations. They are highly qualified and have their Early Childhood Education Diplomas from a Community College and are also registered with the College of Early Childhood Educators, with the exception of our Assistant. All the teachers are carefully screened and hired to meet the needs of the Child Care centre and our Philosophy

Parking at the Child Care

Unfortunately, the Child Care does not have a designated drop off zone on the street. This means Parking Enforcement can give out tickets to anyone parked in the no parking zone in front of the school. Please do not use the teacher's parking lot, located off of Brookdale Avenue for drop offs in the mornings as the school teachers arrive at this time to start their day. Anyone using the parking lot cannot leave their car running as the exhaust fumes can come into the Child Care. Please also note that children ***should not*** be left in a car unattended while dropping off or picking up another child.

Ontario Smoke Free Act

The Child Care is a smoke free environment and follows the Ontario Smoke Free Act, which states, "No persons are permitted to hold lighted tobacco in the Child Care and/or playground or in any area where children may be exposed".

Extreme Weather

During extreme weather alerts, including heat, smog, wind chill advisories children will not participate in Outdoor Programming and an alternative plan will be implemented.

Outdoor Play

The Child Care strives to make outdoor play safe, adventurous and fun for all children. Please ensure that weather appropriate clothing is available so that your child can participate comfortably in these daily outdoor activities. The teachers plan at least 30 minutes of Outdoor Programming a day.

Toileting and Spare Clothes

Upon starting at the Child Care, all children must be toilet trained. We understand that children still have "accidents", however, if a child continues to have them a teacher will discuss the matter with the parents and work with them to resolve the situation. All children throughout the Child Care JK-Grade 5 must have a set of extra clothes, weather appropriate, to be kept in their child's cubby. During winter months, we ask all families to bring in an extra pair of shoes/slippers for their child to leave here at the Child Care.

Strikes and Unforeseen Disruptions in Care

There are many wonderful things about having our Child Care located in the school, however, there are the occasional unpleasant things as well. We have, over the past few years, experienced a disruption in service due to teacher and support staff disputes. We appreciate that you will realize that these are not our issues and understand that it is always our intention to provide your family with Child Care each and every day possible. Please be assured that if we hear or know that there may be a disruption in service, we will always try to find an alternate location. However, with a Child Care Program consisting of more than 150 children, it is not an easy task to find suitable space. We have tried unsuccessfully to find a permanent back up facility that meets all Ministry of Education, Children's Services, Fire codes and Toronto Public Health and Safety zoning codes and who would also be able to take us in on short notice. If any of our families have a "connection" to an alternate space in the John Wanless community

that may be appropriate to use as a temporary Child Care in these circumstances, please speak directly with the Child Care Administration. As a consequence, to labour disruptions it may be necessary for us to change our hours of service or unfortunately cancel our program (in the event of a "lockout"). **The Toronto District School Board makes this decision with as much notice to us as possible, and it is not a decision made by The John Wanless Child Care Program Board of Directors.**

Parent Issues and Concerns Policy and Procedures

Name of Child Care Centre: **The John Wanless Child Care Program**

Date Policy and Procedures Established: **September 2017**

Date Policy and Procedures Updated:

Purpose

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

Definitions

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

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

Policy

Parents/guardians concerns and or requests will be discussed with the appropriate individual(s) - Child Care Staff, Child Care Administration and or Child Care Board of Directors with the aim of a resolution.

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

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

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

An initial response to an issue or concern will be provided to parents/guardians within **seven (7) business** day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit

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

Procedures

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

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Child Care Administration then Child Care Board of Directors.

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

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

Contact: Fiona Modeste 416-560-2096 (Supervisor)

College of Early Childhood Educators, 416-961-8558, info@college-ece.ca

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- (c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

- (a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

Disclaimer: This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.