



# **FAMILY MANUAL**

Revised September 2022

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## **Location and Contact Information**

The John Wanless Child Care Program is located at:

245 Fairlawn Ave.

Toronto, ON M5M 1T2

Telephone: 416-488-8571

Fax: 416-488-7910

Email: [thejohnwanlessccp@gmail.com](mailto:thejohnwanlessccp@gmail.com)

## **Child Care Administration**

Supervisor: Fiona Modeste

Assistant Supervisor: Angela Curcio

## **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 centred 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 cooperative 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
<b>Belonging</b>	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.
<b>Well-Being</b>	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.
<b>Engagement</b>	Every child is an active and engaged learner who explores the world with his/her senses, body and mind.	Provide environments and experiences to engage children in active, creative and meaningful exploration and learning.

<b>Expression</b>	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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**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 into 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 records 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, ie: 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 - Nursery program, and after school for FDK program and Schoolage program) 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 ie: 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, bandaids, 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 supplied through availability of quiet areas and a variety of age appropriate resources related to emotions and problem solving.
- Conflict resolution is encouraged and supplied 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 ie: Open House, etc.

**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 supplied 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.**

- 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](http://www.jwccp.com). To the public the following information is available - background, philosophy, family manuals, programs, application details and contact information. Through a secure Login 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 Directors 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 into the Child Care on P.A. Days, March and Winter Breaks such as, music and movement, animals etc.
- Community support is 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/practices and develop an understanding 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-ecc.ca](http://www.college-ecc.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 licence based on our centre's compliance to the Child Care and Early Years Act. This Licence 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 002, 004 & 216), along with four other rooms.

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.
- 5.You may ask your child(ren)'s number on the waiting list and you will be given that information keeping in mind the waiting list policy and the enrolment policy.

### **Hours of Operation**

7:30am-6:00pm (when not attending school instructional time), Monday through Friday, September through June, closed inclusive July and August.

**\*School hours' subject to change pending Toronto District School Board approval.**

**\*\*Nursery Program - Hours are 9:00am-11:00am daily**

### **Professional Activity Days and Closures**

The Child Care is open from 7:30am-6:00pm on all Professional Activity Days & March Break.

The Child Care is closed for all Statutory Holidays, Easter Monday, a week between Christmas and New Years and throughout July and August.

**\*The child care website will be updated when the calendar is approved by the Toronto District School Board yearly.**

### **Fee Information**

1. 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 January 1st. Information regarding fees/finances will be made available to parents/guardians at the Annual General Meeting. Current fees are posted on the child care website [www.jwccp.com](http://www.jwccp.com) and on the main Parent Board outside the Junior room.
2. All child care fees are paid by Pre-Authorized Debit. Parents/guardians will be required to fill out the Pre-Authorized Debit form before any transactions will take place. The account on file will be debited the 1st of every month.
3. All parents will be asked mid January of every year to fill out an online acknowledgement stating whether or not they wish to re-enrol their child(ren) in the child care for the following school year.  
Failure to complete acknowledgement by the set due date will result in a notice of withdrawal from the child care for the upcoming school year for all children in the family.
4. Returning families and new families will be required to pay a deposit if their child(ren) will be attending the child care the following school year. The account on file will be debited the second week in March, the deposit will go towards your family's September fee.

5. 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.
6. 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.
7. Nursery Program ONLY: On Professional Activity Days, Statutory Holidays Days, and March Break the Nursery Program will not operate and fees will not be reduced.

### **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.

### **Canada-Wide Early Learning and Child Care (CWELCC)**

As of March 28, 2022, Ontario reached an agreement with the federal government for the Canada Wide Early Learning and Child Care (CWELCC) System. The implementation of the CWELCC System is a five year plan which includes improving affordability, enhancing quality, increasing child care access, supporting inclusion, and supporting data reporting. The John Wanless Child Care Program (JWCCP) is currently approved for the CWELCC Systems as of November 2022.

The child care Board of Directors will continue to monitor the guidelines to ensure the CWELCC program continues to be a viable option for the child care as a whole.

### **Income Tax Statements**

A statement of fees paid during the prior calendar year will be given to all payers (parents/guardians) listed on the main contact child care program account by the end of February. This official tax receipt will indicate the portion of fees paid. Receipts will not be issued an official tax receipt until all outstanding fees and or penalties are paid.

### **Enrolment Policy**

All children, parents/guardians, staff, students and volunteers, associated with JWCCP, must adhere to the governing policies and procedures as approved by the Board of Directors. The policies and procedures are contained in this Family Manual. The Board of

Directors reserves the right to decline enrolment at JWCCP to any child and/or adult who is not in compliance with these policies.

The following is The John Wanless Child Care Program's Enrolment Policy:

1. Effective September 2008, The John Wanless Child Care Program will only accept children from families who live in the **John Wanless Junior Public School district**. If a family moves out of the district during a school year, the family will not be able to register their child(ren) in the child care program unless your child(ren) is a student of the John Wanless Junior Public School

2. Effective September 1, 2008, families enrolled in the Child Care Program must inform the Child Care administration in writing if they have moved, or are planning to move, out of the John Wanless School district prior to the start of the following school year. In order to maintain accurate files and to ensure the in-district policy is adhered to, parents shall be required to provide the proof of address described above from time to time during the school year at the request of the Child Care.

3. Siblings of children currently in Child Care and who live in the district have priority on our waiting list. However, acceptance into the Child Care Program is not guaranteed, and siblings will not be accepted if the Child Care Program is at or over its enrolment capacity. A child's sibling priority will become null and void if all of the child's siblings have left the Child Care Program before the child is registered. As noted above, siblings registering with the school must live in the district in order to be accepted into the Child Care Program, even if one or more of their siblings are exempted from the in-district rule.

4. The Child Care will only be offering care up to and including Grade 5 (11 year olds).

**\*The Child Care reserves the right to decline enrolment even though spaces may be available due to potential over enrolment situations.**

**\*Only children enrolled at the John Wanless Junior Public School will be accepted to attend The John Wanless Child Care Program (legal name) pending enrolment capacity.**

### **Admissions and Withdrawals**

#### **Admissions**

The John Wanless Child Care Program only accommodates children from families who live in the John Wanless School district. Should families move out of the district during the school year, they would not be able to register their child(ren) in the child care program for the next school year. Please also refer to the above Enrolment Policy.

The child care program is offered to children living in the district and attending John Wanless Junior Public School between the ages of 4 and 11 years (up to and including Grade 5). Children who are accepted into the child care and who subsequently cease to be

registered at John Wanless Junior Public School must give up their child care space upon leaving the school. Sometimes it becomes apparent that the child care is not meeting the needs of the family. When this happens, the child care administration along with the Board of Directors would make the final decision that the child(ren) can no longer attend the program (see withdrawal procedure).

When possible, a meeting will be arranged between a family and the child care administration staff prior to starting with The John Wanless Child Care Program. This is a great opportunity to gather information about the family and child.

At registration, new parents/guardians to the program will be asked to pay a non-refundable fee via Pre-Authorized equal to the first month of Child Care fee's (September). This deposit is due upon acceptance of your Child Care space. Should you decide not to take the space; the fees paid will not be reimbursed. In subsequent years in the child care, you will be asked to hold your spot by submitting a non-refundable cheque for the month of September of the new school year (usually in March of each year). See Fee Payment Policy for full details. A new information record form must be filled out each new school year - this is to ensure that important family information is all up to date. A child will not be admitted to our program until all online forms are completed and approved by the child care administration.

### **Withdrawal**

Parents/guardians are required to provide a two month written notice (i.e. January 1st for the month of March) before withdrawing their child from the program. If sufficient notice is not given, there may be no reimbursement of fees. Should families move out of the district during the school year they would not be able to register their children in the child care program for the next school year.

### **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. All meetings with families etc. would be documented, our Toronto 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 assist anyway possible to try to help the family with the transition.

### **Duty to Report**

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

### **Children's Placement Within the Child Care**

There may be times due to enrolment needs that the child care administration may need to move the schoolage children (grades 1-5) up to another room. **We may not have enough space to keep all children in the same grades and in the same school classroom.** The oldest child(ren) according to date of birth will be moved.

### **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 6:00pm if they know they will be coming after 6:00p.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 6:00pm. If we cannot reach you by 6:15p.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 6:30pm, we are required to call Children's Aid and the Police. A Serious Occurrence Report must be made to Toronto Children's Services and Ministry of Education as well. Please make sure we can reach you by phone after 6:00pm or call the child care as soon as possible.**

#### **Late Penalty**

Your child(ren) must be picked up no later than 6:00pm. 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, a two month 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. Please send the child care administration an email [thejohnwanlessccp@gmail.com](mailto:thejohnwanlessccp@gmail.com) if there is anything we could be of assistance with.

**Please remember that should anyone other than a parent/guardian is picking up your child(ren), we MUST receive an email or else we cannot authorize the release of your child(ren). Picture identification is required for every alternate pick up.**

**Please ensure that your family profile is up to date just in case we have to reach in an emergency.**

### **Guardianship and Custody Rights**

Parents/guardians with sole or joint custody of a child(ren) 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 12 years of age or older is required to escort your child(ren) into their room and pick up your child(ren) from their room. Please make certain that your child(ren)'s teacher has made contact with you during drop of/pick up.

### **Child(ren) Absent from Child Care**

If your child(ren) will be absent from the child care, please inform the child care via email [thejohnwanlessccp@gmail.com](mailto:thejohnwanlessccp@gmail.com) or call the child care directly 416-488-8571.

## **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 and picked up by a parent/guardian 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 child care opens at 7:30am; 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 and school office (Safe Arrivals program) 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.

We urge all families to update their family profile and inform the child care of any changes, especially to the section that states **“individuals who are authorized to pick up at any time.”**

## **Sharing of Information**

The child care and the school teachers work together to ensure each child's day is well rounded and fulfilling. To accomplish this, we meet with the teachers informally to discuss not only the needs of each child under our care but also to discuss upcoming school events such as trips that may affect the child care. The child care teachers participate in Local School Team meetings and other meetings relating to school issues when a "child care" child is being discussed. Essentially, we provide the teachers with information on the children's social development as we see it in the child care. Our aim at all meetings is always to support the child(ren) under our care in a positive manner. This sharing of information enables both programs to support and encourage the children.

On your family profile you have the **option** to agree to “sharing of information” which allows the child care teachers and school teachers to share information regarding your child for the purpose of ensuring we are supporting your child’s growth.

## **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.

## **Behaviour Management**

Each child is a unique and important person with individual ways of dealing with various factors such as stress in their life. Some children are able to express themselves positively, while others need to be encouraged to do so. There are times when a child may resort to inappropriate behaviour. When this occurs, the teacher will explain why the behaviour is unacceptable and redirect the child to a more positive situation.

Occasionally, the need arises for a child to be removed from an activity because the child is unable to manage or becomes too frustrated. The teacher will describe the behaviour in a brief, quiet and calm manner. At this time, the teacher, with the child, will determine at what point the child will return to the group. The behaviour, attitude and the awareness that the child has of their actions often determine this.

Since it is our aim to encourage respect for others in work and play through positive reinforcement in a caring environment, under no circumstances will a child be verbally, emotionally or physically belittled or degraded.

We have developed a few policies that relate to the Behaviour Management of the children under our care. Our program curriculum for all children will include activities that deal with self-esteem and "bully awareness". Each group of children will work together to develop a code of conduct for their room. It is our aim that with this code of

conduct and our more formalized "Code of Behaviour" each child will continue to feel valued, cared for and secure within our environment.

### **Code of Behaviour**

The Child Care acknowledges that most children behave appropriately and in a manner, that reflects self-discipline and respect for all. This behaviour is expected, appreciated and recognized. The Child Care teachers recognize the importance of keeping the lines of communication open with the parent(s). As our Child Care is on school property, we are adhering to the Principles of Conduct for the John Wanless Junior Public School.

#### **The following code defines the acceptable behaviour. We should:**

1. Be polite and considerate to every person at all times
2. Listen attentively when others are talking
3. Respect the privacy of others and leave their belongings alone
4. Respect the work and space of others
5. Respect the differences of others and encourage those around to do the same
6. Be kind to all people and not hurt anyone
7. Use both indoor and outdoor equipment safely
8. Treat child care materials and equipment with respect
9. Show good sportsmanship
10. Solve our conflicts with others in a peaceful manner by talking it out
11. Promote communication and cooperation with others

#### **We should not:**

1. Tease or bully anyone
2. Use physical means or fight to settle any disputes
3. Use language that is hurtful, profane, or otherwise inappropriate
4. Wilfully damage or destroy any property
5. Persistently oppose authority or challenge the rules
6. Threaten to harm anyone
7. Take things that belong to others
8. Bring into the child care items that could be dangerous or used as weapons
9. Exclude anyone on the basis of his or her differences

### **Factors to be considered**

When consequences are to be considered, the Child Care teachers, in support of the child, will take into account such factors as:

1. The age of the child

2. The nature of the incident
3. The circumstances surrounding the incident
4. The number of persons involved
5. The degree of harm caused
6. The intent to cause harm
7. The severity of the incident
8. The willingness of the individual to show remorse, remedy the situation
9. The first incident versus repeat or multiple incidences

### **Consequences**

1. The Child Care teacher will deal with the first incident. If deemed appropriate, a letter will be sent home to the parents/guardian's outlining what occurred and what type of action was taken. A copy of that letter will be kept in the child's file.
2. A second incident will result in the parent being advised that the child must be immediately removed from the Child Care for the remainder of the day.
3. A third incident will result in the parent/guardian picking up the child from the Child Care immediately. He/she will be suspended from the Child Care for the following day and it will be up to the parents to find alternate care for the child for the time that he/she is normally in Child Care. The parents, child and teacher will come in for a meeting with the Supervisor and or Assistant Supervisor as soon as possible. The result of this meeting will determine if and when the child is able to return to the Child Care, depending upon the factors listed above. Documentation of the incident will again be kept in the child's file.
4. The Child Care may seek the help of an outside agency if behaviours and/or concerns continue. If all methods fail, the child/family may be suspended or withdrawn from the program at the discretion of the Board of Directors.

### **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 child

\*A representative of our Board of Director

## **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 and 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 (ie. 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 show the seriousness of this type of aggressive behaviour.

**The child care will consult with Toronto Children's Services to try to seek some additional support with the situation.**

### **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 (ie. 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 (ie. 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**

Challenges may arise and we deal with situations in a respectful and efficient manner, and we promote all parents/guardians 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 of Directors as well as the Ministry of Education and Toronto Children's Services to meet all standards and regulations that is in the best interest of the children. At times, not all families are satisfied with our decisions, however, during these times, we ask that you calmly approach the child care administration or a Board Member to discuss your concern(s).

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 staff 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 parents/guardians 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 child care administration 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 may 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. A permission form outlining the details of the trip will be emailed to parents/guardians.

It is expected that all children will participate on these days. If a parent/guardian does not wish their child(ren) to attend, then it is the responsibility of the parent/guardian 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 the 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 a staff supervision.
- Trips are taken with a chartered school bus.
- The staff carry an emergency pack containing medication children may need (ie. inhalers/epipens), emergency information on all children, a First Aid Kit and money.
- A cell phone will be with one of the staff 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.

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 Program has developed the following policy and programs in order to comply with the direction of the Ministry of Education and Regulation. These guidelines set the framework which applies to all parents, volunteers and placement students who have been approved 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.
- 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 child care administrators 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 child care administration 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 package which will include a comprehensive discussion regarding The John Wanless Child Care Program's philosophy, Ministry of Education, Toronto 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 package 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 frequent 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, child care admin, 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 to 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 transparency 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 operate. Our other Board Members commit several hours a month. 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**

In formulating our Health Policies, we considered several factors:

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**

There will be times when it will be difficult for a parent to determine if their child should attend child care. 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 they have one or more of the following symptoms:**

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

If a child has been absent or asked to be picked up from the child care, they may not return until they are "free" of symptoms and absent for 24 hours. Diarrhea and vomiting requires 48 hours "free" of symptoms before your child(ren) could return. A child must have a normal body temperature without assistance ie. Tylenol for 24 hours before returning to the child care. Upon return, a teacher may observe the child before being re-admitted 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 off their prescribed medication for at least 24 hours before being able to return to the child care symptom(s) free.

### **First Aid and Incident Report**

Most injuries in the child care usually require a bandage, some ice and a little cuddle. We try to inform you of these injuries so that if there is any need for 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 (ie. 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 the parent/guardian will review and sign the Incident/Accident report 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 we would notify parents/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 parents/guardians according to instructions from either a Children's Aid Worker, or the Police.

## 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 condition(s). 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. 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 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(ren) (lunches, snacks etc.). We also do not allow any sharing of lunches. In some cases, allergies are LIFE THREATENING: we need your assistance and co-operation regarding this matter.

## 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. Taking all of this into consideration, the task of finding a catering company can be a challenging one. The child care teachers role model in helping the children try new foods and acquire a taste for healthy foods options.

Any cooking activities planned by the teachers with the children are also checked for allergy reactants and nutritional values.

We are encouraging that all snacks brought into the child care are peanut/nut free. If your child(ren) develop(s) any allergies to foods, please inform the child care teachers immediately.

The following policy and procedure will be implemented:

- Your child's name must be on their lunch bag.
- The child care will have back up cans of soup if lunches are forgotten or need to be supplemented.
- Include ice packs to lunches when applicable as the child care has no fridge space.

If your child's lunch contains allergy reactants (peanuts/nuts) ingredients we will have your child(ren) eat their meal in the child care office.

## Child Late from Class

The teachers take attendance of the children in their care in the morning, at lunch and again after school. **Teachers must account for all children within 10 minutes of class time ending.** If a child has not been accounted for in this time, the child care teacher will

call the class to see if the child is finishing work or helping. If there is still no sign or explanation for the child's absence, the child care teachers will do the following:

1. Contact parents/guardians, explain the situation and ask if they or an alternate person have picked up their child.

2. If parents/guardians are unaware of their child's whereabouts, or if we cannot reach the parents/guardians, the teachers must contact the Police to report a "missing child", then contact Toronto Children's Services and the Ministry of Education to report a Serious Occurrence.

### **"Missing Child" Procedures**

Once a child is reported missing, not signed out on our attendance, or missing from class, a Serious Occurrence report is completed. The Police, Toronto 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 Toronto 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, please remember to communicate your child's whereabouts with their teacher(s).**

### **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.**

### **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. The 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 -**

Lawrence Park Collegiate Institute  
125 Chatsworth Dr. Toronto, ON., M4R 1S1  
416-393-9500

**\*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 Serious Occurrence report will be completed regarding the situation.

**Serious Occurrence Procedures**

All Serious Occurrence situations must be reported to the Toronto Children's Services, and the Ministry of Education. A Serious Occurrence can be defined as: a serious injury causing death, 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**

The John Wanless Child Care Program staff adheres to a number of policies and procedures ie. The Ministry of Education, Toronto Public Health etc. Many staff are highly qualified and have their Early Childhood Education Degree/Diploma. All registered Early Childhood Educators (RECE) must be registered with the College of Early Childhood Educators, with the exception of our Assistant Teachers. All 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.

**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, marijuana etc. in the child care and/or playground or in any area where children may be exposed.

### **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(ren) 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 "accidents" a discussion with parents/guardians will take place to come up with a doable strategy. We recommend that all children JK-Grade 5 have a set of extra clothes, weather appropriate, to be kept in their cubby. During the winter months, we ask all families to bring in an extra pair of indoor shoes/slippers to be worn in 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 or 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. If the City of Toronto/The Ministry of Education mandates the child care to close OR the child care Board of Directors deem it necessary to close because of health and safety concerns for the children and staff it will be of the Board of Directors discretion if fees will be reimbursed during the closure.

### **Parent Issues and Concerns Policy and Procedures**

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).

**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.

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).

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 child care administration.

### **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>

### **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 the 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.

\*College of Early Childhood 416-961-8558, [info@alcollege-ece.ca](mailto:info@alcollege-ece.ca)

\*Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333



