

***St. Lawrence Co-operative Day Care Inc.***

***Parent  
Policies and Procedures***

***MANUAL***

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***Providing quality child care in the St. Lawrence Community since 1979.***

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## **Introduction**

The St. Lawrence Co-operative Daycare Centre Inc. (“the Centre”) is a parent co-operative licensed under the Provincial *Child Care and Early Years Act*, 2014 (CCEYA) and has been in operation since 1979. The Centre provides quality child care for infants/toddlers 0 month to 2.5 years, preschool children 2.5 years to 4 years and school age children aged 4 to 10 years. The Centre is open between the hours of 7:30 a.m. to 6:00 p.m Monday to Friday. The Centre is closed on the following statutory holidays:

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

- Christmas Eve Day and New Year’s Eve Day the centre’s close at 2:00 p.m.

St. Lawrence is a parent co-operative and as such, parents are required to contribute to the organization throughout the year. It is mandatory for parents to attend the Centre’s Annual General Members Meeting held each spring.

Our Program Statement describes the following:

- The philosophy which captures our goals
- The strategies which are our approaches to realize our goals
- The plans of action which execute these strategies
- The practices which implement, monitor and evaluate plans, and continually improve our performance

## **Our Philosophy**

St. Lawrence Co-operative Day Care Incorporated believes children learn through play. Play is the cornerstone where children have the opportunity to actively explore and learn through materials and their environment. Play facilitates the development of the whole child, including, social, emotional, physical, cognitive and creative abilities. In order for children’s play to be meaningful, the experiences need to reflect each child’s skills and needs.

The Centre is committed to offering a high quality, child centered program that provides for children’s success in learning. St. Lawrence Co-operative Day Care strives to provide quality care for all children, regardless of race, ethnicity, financial situations, gender and family structure. All children are entitled to the same level of service, care and hours of operation. The program involves children, parents, teachers working together in an anti-bias and integrated environment. We see children as competent, capable of complex thinking, curious, and rich in potential, we value and build on their strengths and abilities. This teamwork promotes children’s abilities to resolve conflicts, understand mutual respect, gain independence and build self-esteem. These abilities are also encouraged by teachers modeling and encouraging socially acceptable behaviour where children are supported to self-regulate and develop positive relationships. The children’s environment is structured with routines and transitions in order to provide consistency and security; flexibility that facilitates decision-making and free choice is also incorporated in the program on a daily basis.

## **Program Statement**

St. Lawrence Co-operative Day Care Inc. is committed to supporting children to grow to their fullest potential in a safe, caring and nurturing environment. The program statement describes St. Lawrence Co-operative Day Care's specific goals for children's learning and development, and the approaches that will be implemented.

Our curriculum is Early Learning for Every Child Today (ELECT) which is aligned with How Does Learning Happen? Ontario's Pedagogy for the Early Years.

## ***Monitoring Practices***

St. Lawrence Co-operative Day Care Inc. implements a wide range of monitoring practices to ensure the goals and approaches described in the program statement are implemented.

Monitoring Practices include:

- Setting family communication standards for staff to follow
- Providing coaching and guidance for staff to engage in ongoing reflective practice and collaborative inquiry with the staff teams
- Tracking all mandatory and supplemental training completed by each staff

## **Our goals are as follows:**

- Inclusive enriched childcare environment
- Honoring and respecting all children's beliefs, culture, language, and experiences acquired from their family and community
- Promoting health and well-being
- Fostering the children's exploration, play and inquiry as a key goal
- Capturing and documenting our practice is reinforcement of the learning
- Supporting all children in learning the ability to self-regulate, so children feel comfortable and confident
- Fostering the children's health and well-being indoors and outdoors
- Forming trusting relationships with children and their families
- Providing everyone with a sense of belonging
- Children learn to: care about other people; understand other's feelings; cooperate and share; to express their opinions; resolve conflicts; and develop self-competence, self-worth and self-regulation

### **Our Strategies (approaches)**

Our strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). We understand that learning and development happens within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational conditions need to exist:

- A sense of Belonging,
- A sense of Well-Being,
- Opportunities and support for Engagement, and
- Opportunities and support for Expression.

**We will adopt the following 11 strategies to create these conditions:**

1. Promote an environment which is healthy, safe, and supports general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environments and experiences
8. Incorporate indoor and outdoor play, active play and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners
11. Support others in relation to continuous professional learning

## **Our Plans of Action**

We see educators as knowledgeable, reflective, resourceful, and rich in experience, we value the experiences and environments they create for children. The teacher's role in the program is to assist, support and guide the children while maintaining a safe, stimulating, nurturing and culturally diverse environment. These goals are accomplished by the teacher's training, knowledge and experience in observing, gathering resources and sharing information with parents and co-workers. Teachers then use this information to plan and implement a program and environment that is age appropriate, interesting and meets both individual and group needs.

**The Plans of Action** in each of these topic areas are the means to execute our strategies:

### **Infant Program:**

1. Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. In support of this, we will prepare and post a daily written and visual schedule.
2. An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. In support of this, we will prepare a Program Plan.
3. Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment. In support of this, we will undertake to deliver learning experiences.
4. Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children.
5. Imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways. In support of this, we will ensure an indoor physical environment.
6. A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. In support of this, we will create a visual environment through displays.
7. Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. In support of this, we will provide an art & sensory program.
8. A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. ). In support of this, we will provide books, language & literacy materials and a program that utilizes these.
9. By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. In support of this, we will provide music and accessories and program that utilizes these.
10. We will promote daily active physical play learning experiences for children. In support of this, we will deliver physical play learning experiences.
11. Offer children daily experiences with a multitude of materials and accessories. Encourage a natural play environment that enhances cognitive development. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. In support of this, we will offer a Cognitive & Manipulative and Science & Nature materials and environment, and a program to engage in this environment.
12. Offer play that develops spatial awareness, manipulation of 2-D and 3-D materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. Pretend play is an opportunity to provide children an environment and accessories, in good condition, which promotes imaginative play. ). In support of this, we will offer a Blocks & Construction and Pretend Play accessories and environment, and a program to engage in this environment.
13. Following the individual cues of the children, and developing an awareness of what each child brings and how they adapt to situations and environments allow us to provide the care and learning that best respects and

reflects their needs. In support of this we will develop an individual schedule for each child based on their needs and/or the family's requests and capture daily information to share with parents.

14. Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff for diapering routines.
15. Make food and eating time, including times when infants drink bottles, positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. In support of this we will use this time to engage and develop relationships with all of the children.
16. Ensure crib or cot and bedding is hygienically maintained. Staff show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. In support of this we will pay attention to how we are meeting the needs of the children and what changes need to occur if we are not.
17. Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. In support of this we will provide health and safety resources on topics that are relevant to the children and families at the Centre.
18. Ensure environment and practices for proper hand hygiene procedures that promote healthy living. In support of this we will support the individual child's lifelong learning of proper hand hygiene.
19. Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will conduct Attendance Verification.
20. Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. In support of this, we will provide a Positive Atmosphere.
21. Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all.
22. Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. ). In support of this, we will foster children's independence.
23. Promote interaction with children in a way that fosters self-esteem. In support of this we will support the children as they learn to self-regulate their emotions and to recognize empathy.
24. Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children.

#### **Prohibited Practices-**

No licensee shall permit with respect to a child receiving child care at St. Lawrence Co-operative Day Care Inc.

- (a) corporal punishment of the child;
- (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) inflicting any bodily harm on children including making children eat or drink against their will.

25. Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. In support of this, we will support Communication and extend Children's Learning.
26. Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area.
27. Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well-being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children. In support of this, we will facilitate Playground supervision and provide an Outdoor play space, equipment and learning material
28. Ensure collaboration with local community partners. In support of this, we will connect and collaborate with local community and institutions.
29. Support staff in continuous growth and professional learning.

**Toddler Program:**

- 1 Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. In support of this, we will prepare and post a daily written and visual schedule.
- 2 An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. In support of this, we will prepare a Program Plan.
- 3 Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment. In support of this, we will undertake to deliver learning experiences.
- 4 A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. In support of this, we will create a visual environment through displays.
- 5 Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. In support of this, we will provide a sensory, Science and Nature program.
- 6 Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. In support of this, we will provide an Art program.
- 7 A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. In support of this, we will provide language & literacy materials and a program that utilizes these.
- 8 By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. In support of this, we will provide music and accessories and program that utilizes these.
- 9 We will promote daily active physical play learning experiences for children. In support of this, we will deliver physical play learning experiences.

- 10 Offer children daily experiences with a multitude of materials and accessories. Offer play that develops spatial awareness, manipulation of 2-D and 3-D materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. In support of this, we will offer a Cognitive & Manipulative and Blocks & Construction materials and environment, and a program to engage in this environment.
- 11 Pretend play is an opportunity to provide children an environment and accessories, in good condition, which promotes imaginative play. Prop boxes are used to enhance the area and the Program Plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the pretend play area allow the children to see themselves from a different perspective. In support of this, we will offer Pretend Play accessories and environment, and a program to engage in this environment.
- 12 Following the individual cues of the children, and developing an awareness of what each child brings and how they adapt to situations and environments allow us to provide the care and learning that best respects and reflects their needs. In support of this we will develop an individual schedule for each child based on their needs and/or the family's requests and capture daily information to share with parents.
- 13 Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff for diapering routines.
- 14 Make food and eating time, including times when toddlers drink bottles, positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. In support of this we will use this time to engage and develop relationships with all of the children.
- 15 Ensure crib or cot and bedding is hygienically maintained. Support staff to show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. In support of this we will pay attention to how we are meeting the needs of the children and what changes need to occur if we are not.
16. Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. In support of this we will provide health and safety resources on topics that are relevant to the children and families at the Centre.
17. Ensure environment and practices for proper hand hygiene procedures that promote healthy living. In support of this we will support the individual child's lifelong learning of proper hand hygiene.
18. Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. In support of this we will provide positive interactions during transitions to provide a supportive learning environment.
19. Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. In support of this, we will provide a Positive Atmosphere.
20. Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all.
21. Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. In support of this, we will foster children's independence.
22. Promote interaction with children in a way that fosters self-esteem. In support of this we will support the children as they learn to self-regulate their emotions and to recognize empathy.
23. Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children.

### **Prohibited Practices-**

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(a) corporal punishment of the child;

(b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

(c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) inflicting any bodily harm on children including making children eat or drink against their will.

24. Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. In support of this, we will support Communication and extend Children's Learning.
25. Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area.
26. Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well-being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children.
27. Ensure collaboration with local community partners. In support of this, we will connect and collaborate with local community and institutions.
28. Support staff in continuous growth and professional learning.

### **Preschool Program:**

1. Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. In support of this, we will prepare and post a daily written and visual schedule.
2. An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. In support of this, we will prepare a Program Plan.
3. Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment. In support of this, we will undertake to deliver learning experiences.
4. Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. In support of this, we will ensure an indoor physical environment.
5. A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. In support of this, we will create a visual environment through displays.
6. Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. In support of this, we will provide a sensory, Science and Nature program.
7. Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. In support of this, we will provide an Art program.
8. A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. In support of this, we will provide books and a program that utilizes them.
9. Staff will expose children to various materials and accessories to promote natural opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. In support of this, we will provide language & literacy materials and a program that utilizes these.
10. By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. In support of this, we will provide music and accessories and program that utilizes these.
11. We will promote daily active physical play learning experiences for children. In support of this, we will deliver physical play learning experiences.
12. Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. In support of this, we will offer Blocks and Construction materials and environment, and a program to engage in this environment.
13. Provide children daily experiences with a multitude of materials and accessories to encourage a natural play environment that enhances cognitive development. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. Planned and/or documented cognitive and manipulative experiences will lead children to higher learning, based on the children's observed cues and interests. In support of this, we will offer cognitive and manipulative materials and environment and a program to engage in this environment.
14. Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different

perspective. In support of this, we will offer Dramatic Play accessories and environment and a program to engage in this environment.

15. Utilize guidelines for children to encourage safe, developmentally-appropriate electronic media usage. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Parents/guardians will be made aware in advance of media used in the classroom, and resources will be available for alternative learning opportunities. Monitor games brought from home or usage of Internet within the room. In support of this, we will ensure an electronic media usage environment.
16. Plan for Compliance with the Regional Public Health procedures and practices. In support of this we will ensure that we will provide physical, instructional, and early learning and care that supports diapering and toileting routines.
17. Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. In support of this we will use this time to engage and develop relationships with all of the children.
18. Ensure age and developmentally appropriate utensils, dishes and furnishings to enable safe, and successful eating times.
19. Ensure crib or cot and bedding is hygienically maintained. Support staff to show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. In support of this we will pay attention to how we are meeting the needs of the children and what changes need to occur if we are not.
20. Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. In support of this we will provide health and safety resources on topics that are relevant to the children and families at the Centre.
21. Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we have developed and we follow our toys and play equipment washing schedule.
22. Ensure environment and practices for proper hand hygiene procedures that promote healthy living. In support of this we will support the individual child's lifelong learning of proper hand hygiene.
23. Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. In support of this we will provide positive interactions during transitions provide a supportive learning environment.
24. Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions.
25. Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. In support of this, we will provide a Positive Atmosphere.
26. Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all.
27. Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. In support of this, we will foster children's independence.
28. Promote interaction with children in a way that fosters self-esteem. In support of this we will support the children as they learn to self-regulate their emotions and to recognize empathy.
29. Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children.

Prohibited Practices-

No licensee shall permit with respect to a child receiving child care at St. Lawrence Co-operative Day Care Inc.

(a) corporal punishment of the child;

(b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

(c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) inflicting any bodily harm on children including making children eat or drink against their will.

30. Encourage staff to balance verbal/non-verbal interactions with children. Support them to provide experiences and opportunities to assist in extending the learning with all children. Help them play and role model positive social interactions with the children. In support of this, we will support development of Communication.
31. Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. In support of this, we will extend Children's Learning.
32. Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area.
33. Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well-being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children. In support of this, we will facilitate Playground supervision and provide Outdoor play space, equipment and learning material.
34. Ensure collaboration with local community partners. In support of this, we will connect and collaborate with local community and institutions.
35. Support staff in continuous growth and professional learning.

## **School Age Program:**

1. Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. In support of this, we will prepare and post a daily written and visual schedule.
2. An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. In support of this, we will prepare a Program Plan.
3. Staff will use their observations, knowledge of child development and the children's cues to implement the activities and experiences described in the program plan. In support of this, we will undertake to deliver activities and experiences.
4. Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. In support of this, we will ensure an indoor physical environment.
5. A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. In support of this, we will create a visual environment through displays.
6. We will offer diversity in Play Equipment/Toys as it relates to race, culture, gender, age, language, family status and ability. In support of this, we will ensure an offering of play equipment and toys.
7. Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. In support of this, we will provide Art/Sensory Activities, Equipment and Materials.
8. A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. In support of this, we will provide books and accessories.
9. Staff will expose children to various language and listening opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. In support of this, we will provide language & listening opportunities and materials and a program that utilizes these.
10. Utilize guidelines for use of TV and Films to encourage safe, developmentally-appropriate usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and content. Parents/guardians will be made aware in advance of usage in the classroom, and resources will be available for alternative learning opportunities. In support of this, we will ensure TV and Movie usage.
11. Utilize guidelines to encourage safe, developmentally-appropriate computer usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Monitor/supervise usage. In support of this, we will ensure a Computer Usage environment.
12. Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective. In support of this, we will provide Dramatic Play activities and accessories.
13. Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. In support of this, we will offer Blocks and Construction activities and accessories.
14. Provide access to an ample selection of age-appropriate games and game accessories. In support of this, we will offer Games, Game activities and accessories.

15. Materials reflecting, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. In support of this, we will provide Science and Nature experiences and material.
16. We will promote daily active physical play learning experiences for children. In support of this, we will facilitate Physical Activities/Active Play indoors or outdoors.
17. We will supply appropriate and ample physical activities/active play equipment both for outdoors and indoors for the number of children enrolled.
18. Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. In support of this we will use this time to engage and develop relationships with all of the children.
19. Ensure utensils, dishes and furnishings to enable safe, and successful eating times.
20. Ensure accessible washroom facilities for all enrolled children. Ensure compliance with the Regional Public Health procedures and practices. In support of this we will provide washroom facilities, and supplies, and personal hygiene and body development related information resources.
21. Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. In support of this we will provide health and safety resources on topics that are relevant to the children and families at the Centre.
22. Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we have developed a schedule for toys and play equipment washing.
23. Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will monitor and have the children follow proper hand washing/sanitizing practices
24. Ensure environment and practices for proper hand hygiene by staff that promote healthy living. In support of this we will monitor and have the staff follow proper Hand Washing/Sanitizing Practices.
25. Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. In support of this we will provide positive interactions during transitions provide a supportive learning environment.
26. Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions.
27. Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. In support of this we will role-model appropriate social skills throughout the day to support learning and growth.
28. Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all.
29. Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. In support of this, we will foster children's independence.
30. Promote interaction with children in a way that fosters self-esteem. In support of this we will support the children as they learn to self-regulate their emotions and to recognize empathy.
31. Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children.

### **Prohibited Practices-**

No licensee shall permit with respect to a child receiving child care at St. Lawrence Co-operative Day Care Inc.

(a) corporal punishment of the child;

(b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

(c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) inflicting any bodily harm on children including making children eat or drink against their will.

32. Staff will initiate and build on conversations with and between children: Staff will extend conversations with individual children as well as between children. In support of this, we will support development of Communication skills.
33. Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. In support of this, we will extend Children's Learning.
34. Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area.
35. Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well-being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children. In support of this, we will facilitate Playground supervision and provide Outdoor play space, equipment and learning material.
36. Ensure collaboration with local community partners. In support of this, we will connect and collaborate with local community and institutions.
37. Support staff in continuous growth and professional learning.

## Our Practices

As a Co-operative day care centre, families, teachers and management are required to maintain open and ongoing communication with each other and to participate in the children's learning and development. We see families as experts who know their children better than anyone else and have important information to share, we value and engage them in a meaningful way. Families are expected to abide by the centre's By-laws and contribute to the ongoing development of the day care centre. Parents are also encouraged to share information with teachers, participate in curriculum and volunteer in the program as needed. St. Lawrence Co-operative Day Care Incorporated is committed to being an active and viable member of the St, Lawrence community.

1. All new staff, students and volunteers on hiring, and all existing staff (annually) will acknowledge and review the following:
  - This program statement document
  - All relevant and attached guidelines
  - At any time when it is modified.
2. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
3. Budget a professional development investment for each staff and align the professional development with the program statement needs

St. Lawrence Co-operative Day Care understands and complies with all established guidelines for reporting to the Ministry of Education, Toronto Children's Services, Children's Aid Society of Toronto and College of Early Childhood Educators and professional colleagues.

## **Staff**

The Centre is managed on a day-to day basis by Program Supervisor's at each site. The centre's team of staff includes Registered Early Childhood Educators, teaching assistants, cooks, housekeeping staff and a bookkeeper. A qualified resource consultant is also available to all the programs on a regular basis.

Our teaching staff is a team of qualified, nurturing professionals who strive to provide quality child care. Each staff has a valid first aid certificate and a provincial criminal reference check. All E.C.E employees are members of the College of Early Childhood Educators.

## Students and Volunteers

Each program is enriched by student teachers and volunteers throughout the year. All student teachers and volunteers are required to have a recent provincial criminal reference check and up to date immunizations. Students and volunteers are never left alone with any of the children at any time

## Registration and Admission

Children may be accepted at age 0 month until 10 years. The enrollment package and immunization form must be completed by the admission date.

We strive for you and your child to feel as comfortable and informed as possible when starting day care. In order to achieve this goal, we ask that before your child actually starts at the day care, you and your child come in for as many visits as possible. It is the intent of the Centre that this gradual admission be beneficial for you and your family and gives your child a comfortable and positive start at day care. This helps to facilitate a smooth transition and gives you and your child an opportunity to get to know the centre, staff and program. It also provides valuable opportunities for you and the teachers to exchange information and establish a comfortable method of communication.

When your child does start at the Centre, we recommend that you ease your child into the program by making the first few days short days (1/2 days). This will provide your child with the opportunity to participate in the program; get to know the teachers and other children without feeling overwhelmed or upset that you are not there.

All policies regarding fees are formed to ensure the financial stability of the Centre. Fees are reviewed annually at the General Members meeting.

All fees are due in advance at the first of each month. Arrangements other than on a monthly basis can be made in advance with the Program Supervisor. Post-dated cheques left with the office are preferred. It is the responsibility of the parent to ensure prompt payment of accounts. Overdue accounts will be referred to the Board of Directors for further action. If you have concerns, it is imperative that you contact the Program Supervisor.

**FEES MUST BE PAID FOR ALL STATUTORY HOLIDAYS. ALL PARENT FEES ARE PAYABLE REGARDLESS OF ILLNESS OR VACATION**, similar to the City of Toronto's subsidy policy.

Parents will be issued a letter upon enrollment and again each December outlining the number of billing days for each month for the upcoming year. The fees are calculated by multiplying the number of billing days for the month by the daily rate.

Number of billing days x daily rate = monthly fee

## Arrival and Pick-up Policy

### *Arrival*

It is the parent's responsibility to accompany their child into the centre, to help them undress, to sign them in on the daily sign-in sheet when applicable, and to inform the teacher of their arrival.

We strive to meet each child's individual needs and to support each family. We have consistent daily schedules and routines as this helps children feel comfortable and secure in the day care environment. Please recognize that your child will benefit most from our programs if brought in during the morning before 10:00 a.m. Parents are invited to come and spend time in the program with their child whenever their schedule allows for it

It is for these reasons that we ask:

- **If your child is expected to be later than 10:00 a.m., you phone the day care and let us know, so we can include your child in any activities, outings or happenings**
- **If your child will be coming in after 11:00 a.m., we ask that you arrange a comfortable time of arrival with the staff.**

### *Pick up*

When a child is being picked up by the parent (caregiver) he/she is expected to inform the teacher and check to see if there are any notices to be taken home.

If a child is to be picked up by a person other than the parent or someone not on the pick-up list, the parent must notify the centre in advance in writing or by phone. The child will not be released to anyone unauthorized. If the person picking up the child is not familiar to the teacher, that person will be required to produce identification. ***The person picking up a child at the Infant/Toddler or Preschool location must be at least 16 years of age. The person picking up at the School-age location must be at least 13 years of age.***

### *Late Pick up*

A child will be considered late if they are still at the centre after 6:00 p.m. A parent or pick up person arriving after 6:00 p.m. to pick-up a child will be subject to over time charges. **The over time charge is \$5.00 for the first five minutes and \$1.00 for each succeeding minute.** This late charge must be paid directly to the teacher within 24 hours.

When a parent is one hour late and has not contacted the centre and where the centre has been unsuccessful in reaching the parent(s) or the emergency contact(s), the teacher is required to call the Children's Aid Society and follow their directions.

## **CHILD PICK UP PROCEDURES**

In order to ensure the safety of all the children in care when they are picked up, the following procedures will be administered:

- When a child is picked up from the daycare, a staff member will sign him/her out.
- When a parent or designated pick up person picks up a child, it is **their responsibility** to inform a staff member that their child is leaving the classroom.
- If a child is being picked up from school, it the pick-up person's responsibility to **inform the daycare room teacher.**
- Only authorized persons on the child's pick up list will be allowed to pick up the child (I.D. will be required).
- If a child is sick at school (during school hours, the school is responsible for calling the parents and the child needs to be picked up from school; the daycare needs to be notified when this occurs.
- If a child is ill in our care, a staff member will call the parent and inform them as to how His/her child is doing. If the illness is contagious then the child will be separated from the rest of the children and the parent will be asked to make arrangements to have the child picked up immediately.  
Your pick up person must be:  
At least 13 years of age at our School Age location  
At least 166 years of age at our Infant/Toddler and Toddler/Preschool location  
There is a late fee policy in place (Please check late fee policy).

## **EMERGENCY MANAGEMENT (FIRE AND EVACUATION)**

Each respective daycare location has a fire and evacuation procedure that is adhered to by all staff, students and volunteers.

In the event of all emergency, including an evacuation of a daycare location; parents/legal guardians or emergency contacts will be notified using the information provided on the child's emergency file card.

## **INTOXICATED PARENT/GUARDIAN AT PICK UP POLICY**

To ensure the safety and security of the children at the St. Lawrence Co-operative Daycare staff are made aware of the possibility that a Parent/Guardian (or alternate escort) may appear to be intoxicated when he or she arrives to pick up a child. To address this situation a plan of action has been developed to help staff effectively deal with this situation should come to pass.

A child will not be released to a Parent/Guardian or other authorized individual if that person arrives to pick up the child and appears to be intoxicated or under the influence of alcohol (i.e. a distinct alcohol odour is present). Staff will suggest calling the child's other Parent/Guardian, an alternate pick up person, or a taxi cab to take the person home (at the person's expense).

**NOTE:** A staff may reasonably conclude that a Parent/Guardian is intoxicated if there is a distinct odour of alcohol coming from the person. It is more difficult to establish if a Parent/Guardian is under the influence of an illegal substance, unless staff has been trained in identifying the presence of such drugs, as some doctors prescribed medication can produce side effects similar to intoxication. (E.g. slurred speech, drowsiness)

### **Intervention:**

If based on the above a staff has made a reasonable determination that a Parent/Guardian or other authorized person may be intoxicated and an intervention is warranted, the staff should make every effort to ensure the child's safety. The following actions may be taken:

1. If the Parent/Guardian or other person attempts to leave the centre with the child, call 911 emergency services.
2. Notify the child's other Parent/Guardian, the Parent/Guardian partner or the emergency contact person and C.A.S.
3. Notify the Supervisor/Designate whether or not they are on site.
4. The Supervisor/Designate is to report to the Serious Occurrence Line, Ministry Licensing Specialist and the Toronto Children's Services Consultant no later than 24 hours after the occurrence.

## **Withdrawal and Discharge Policy**

### ***Withdrawal***

Parents are required to provide **one month written notice of their child's withdrawal**. Without sufficient notice parents will be charged their daily fee x the number of days without sufficient notice.

St. Lawrence Co-operative Day Care strives to accommodate children graduating from one age group to another.

Infants moving up to toddlers will fill the first vacancy available at the infant centre or preschool centre.

In cases where a space is not available parents may be asked to find alternate care outside of

St. Lawrence Co-operative Day Care.

Children who are turning ten in the calendar year may be withdrawn at the end of June if the space is needed to accommodate preschool children that need to move up as per our "Move over Policy".

Parents are required to ensure that all fee accounts are settled upon withdrawal.

St. Lawrence Co-operative Day Care Incorporated is a "Friendly Zone" and all disputes or concerns need to be addressed as outlined in the Code of Conduct Policy included in your Child Enrollment Information Package. Every attempt will be made to settle disputes and come to a reasonable solution for all parties, but should the concern fail to be resolved, it could result in withdrawal of services.

Fees are due on the 1<sup>st</sup> of each month. Failure to pay your monthly fee will result in withdrawal of services. Should you need to make other arrangements please contact the Program Supervisor.

### ***Discharge***

In some exceptional cases, after exhausting reasonable alternatives, including outside agencies, the child and/or the parent's needs may be deemed to be beyond the centre's resources and the child's enrollment in the centre may be reviewed or terminated.

#### **If the child's enrollment is being reviewed, the following steps will be taken:**

1. Incidents of unsafe behaviour are documented and if the behaviour persists after a contract has been drawn up and a reasonable review period has passed, the City of Toronto Children's Services Consultant and then the Board of Directors will be notified.
2. The staff will provide a written report of the steps that have been taken to help the child change his/her unsafe behaviour(s). These steps will include contracts with the child and parent; behaviour guidance /support given; contracts with outside agencies or other resources.
3. The parents will be provided with a copy of the written report referred to the Board of Directors and will be allowed sufficient time to review the report. I.e. one week.
4. The Board of Directors will review the child's case and gather further information as required.
5. A meeting will be arranged with the Board of Directors and the Program Supervisor and/or the Resource Consultant.
6. The parents will be asked to present and discuss their views of the report in the meeting or in writing.
7. Upon considering the parent's views and the child's case, the Board of Directors will take a vote in the absence of the parent, to decide whether to grant another review period or to terminate the child's enrollment.

If a decision had been made to grant another review period, the Board of Directors will reassess the child's case after the review period with the new documentation.

When a decision has been made to terminate the child's enrollment at the centre, the parents will be given two to three weeks written notice to seek other arrangements. The parents will be assisted as required to find other child care arrangements. The City of Toronto Children's Services Consultant and Board of Directors will be notified regarding the child's withdrawal.

## **ILLNESS**

Parents/guardians should contact the St. Lawrence Co-operative Day Care about the absence of their child so that it can be reported on the attendance sheets. Any extensive or frequent absences will be discussed with the parents/guardians.

The St. Lawrence Co-operative Day Care must be notified if a child will be away for one or more days. If a child is sick, then the Supervisor should be informed of the symptoms of the illness so that the staff can watch for symptoms in other children.

If a child is ill and not able to come to the St. Lawrence Co-operative Day Care, parents/guardians should notify the supervisor, or the teachers.

Teachers have the right to refuse a child in the morning if they feel the child is too sick to participate in daily activities.

- Any child with diarrhea may not return to the St. Lawrence Co-operative Day Care until he/she has had a regular stool or no stool for twenty-four hours. This usually means an absence of forty-eight hours.
- Any child with discharging eyes may not return to the St. Lawrence Co-operative Day Care until his/her eyes have been free from discharge for twenty-four hours.
- Any child with a fever of over 38 degrees Celsius usually develops a higher fever by the afternoon. This suggests the child already has an infection and should not come into the St. Lawrence Co-operative Day Care until he/she has a normal morning temperature of 37 degrees Celsius. This usually requires an absence of twenty-four to forty-eight hours.
- Any child who has vomited for reasons other than coughing or choking may not come to the St. Lawrence Co-operative Day Care until he/she has not vomited for forty-eight hours and is retaining a regular diet.

**A doctor's note will also be required if the child has the following symptoms that is potentially contagious to other children** such as a rash, diarrhea, vomiting, measles, mumps, chicken pox, etc.

**It has been our experience that prompt treatment of any illness will ensure a child's early return to health and to the St. Lawrence Co-operative Day Care. It will also minimize the possibility of cross infection to other children.**

If a child becomes ill during the day, parents/guardians will be called so that they can pick their child up. **If the parents/guardians cannot be reached, the St. Lawrence Co-operative Day Care will call the emergency contact person.**

In the event of a serious medical emergency, children are taken to the Hospital for Sick Children. Parents/guardians are contacted to meet the child and staff there. **Parents/guardians must notify the St. Lawrence Co-operative Day Care of up-to-date home and work numbers, along with the names of other people that can be called, if parents/guardians cannot be reached.**

If a child has a minor injury while at the St. Lawrence Co-operative Day Care, the staff will prepare an accident report for the parents/guardians to sign.

If a child has an accident or injury at home, the St. Lawrence Co-operative Day Care would appreciate being informed when the child comes in the following day.

**When a child is returning to St. Lawrence Co-operative Day Care after having a communicable disease, the St. Lawrence Co-operative Day Care will require a note from his/her doctor to confirm that the child is free from infection.**

## **Health Policies and Procedures**

According to the *Child Care and Early Years Act, 2014 (CCEYA)*, all children attending the Centre are required to have a medical, complete with a record of previous communicable diseases and immunizations prior to admittance.

**When attending the Centre, children should be in good health and must be able to participate in the full program, including outdoor activity time.**

Our concern, in all cases of illness, is the welfare of the sick child and the health of the other children in our care. Therefore, children may not attend the Centre when they are ill. If your child becomes ill during the day, you will be contacted and asked to make arrangements to pick him/her up. Illness's where your child may not attend or may need to be picked up include, but are not limited to; fever, vomiting, diarrhea, difficulty breathing, chicken pox, conjunctivitis (pink eye), unknown rash, unusual lethargy and persistent unknown crying. A copy of the Toronto Public Health guidelines for communicable diseases is available at each centre's office

If your child becomes ill while at day care, we will

1. attempt to contact the parents/guardian
2. when unable to get in touch with the parents/guardian, contact the emergency alternative person and ask him/her to pick the child up

## **Medication**

According to the *Child Care and Early Years Act, 2014 (CCEYA)*, the Centre can only administer prescribed medication in the original container labeled with the child's name and date accompanied by written parental permission.

The medication form is available from your child's teacher. Medication is to be placed in the labeled locked container in the refrigerator or cupboard.

## **Clothing and Personal Articles**

Please check your child's cubby daily to ensure that your child has a complete set of extra, dry, labelled clothing. This will be used if your child has an accident, becomes sick, or gets wet from water play. We suggest you provide a plastic bag which can be kept in your child's cubby for their extra clothing.

Please provide your child with a pair of shoes or slippers which they will wear during indoor times. It is important each child has shoes on at all times in case of an emergency and to keep their feet dry.

**Our Program includes outdoor play all year round.** With this in mind, please ensure that your child has appropriate clothing to make their outdoor play a pleasant experience. I.e. snow pants, hat, scarf and extra mittens for winter and a sun hat for the summer.

If your child is accustomed to a special sleep toy, bottle, soother, blanket, etc. please label the item, bring it in and inform the staff.

Please provide your child with a blanket for rest time labeled with his/her name. The blanket will be readily available to you on each Friday to be taken home for laundering purposes.

**For infants and toddlers**, please ensure your child has a plastic change mat, and enough formula, bottles, diapers and diaper cream (if used) for each day.

## **Rest Time**

According to the *Child Care and Early Years Act, 2014 (CCEYA)* toddler and preschool children are required to have a rest time during the day. This is a time for children to rest or sleep on their own cot after lunch. Teachers assist and encourage children to rest or sleep by sitting next to or by rubbing their back. It is ultimately the child's choice whether to sleep or rest quietly. Those children that do not sleep will be given a quiet activity to play with on their cot i.e. books, puzzles etc... Infants are helped to rest/sleep on an individual need basis throughout the day. Infants sleep in individually assigned cribs in a sleep room of the infant and toddler centre. Infants are placed on his/her back when put in the crib. Infant and Toddler staff will perform physical checks every 30 minutes while child is sleeping and document sleep disturbances.

## **Food Policy**

The goal of the food policy at St. Lawrence Co-operative Day Care Inc. is to ensure that healthy, nutritious, and enjoyable meals are served at all three centres. All meals comply with requirements of the *Child Care and Early Years Act, 2014 (CCEYA)* and the Canada Food Guide. Our Infant/Toddler Centre has a cook on site who prepares the meals and our preschool and school age centre's are catered.

The Centre does not serve any pork, is a nut free environment and does not permit any nuts or nut products on the premises. We strive to meet all individual nutritional needs, including food allergies and restrictions. Parents who wish to supplement their child's diet at the centre may bring in foods/liquids. Parents must ensure the foods/liquids are nut free, meet our nutritional requirements and are placed in a sealed container, labeled with the child's name, date and contents. The centre supplies homogenized and 2% milk for all the children.

Parents who wish their child to have a different form of milk are again welcome to provide it for their child following the above noted requirements.

Our menu rotates every four weeks, changing slightly with the season and in recognition of special occasions. Children are served a morning and afternoon snack and a hot lunch on a daily basis. We strive to serve a variety of fresh foods that are low in salt, sugar and saturated fats promoting healthy dental hygiene and diets.

(Please note dairy, poultry and fish are prepared in our kitchens together and/or simultaneously at any given time.)

## **Child Booster Seats and Child Restraint Systems Highway Traffic Act Policy**

Infants, Toddlers and Preschoolers will not be transported in a vehicle other than a stroller unless in the case of an emergency where a taxi will be used for non-life threatening accidents and ambulances for any life threatening incidents.

## **Safe Drinking Water**

In compliance with the Safe Drinking Water Act, St. Lawrence Co-operative Day Care Inc. flushes all taps daily prior to 7:30 a.m. The water on all taps is flushed for 5 minutes, this information is documented on a daily basis. Annually, St. Lawrence has a laboratory conduct sample analysis to test for lead in the water. The result of this testing is publicly available and all documentation regarding flushing and testing is kept on file for six years.

## **Smoke Free Centre Policy**

No person smoking or holding an unlit cigarette is permitted on daycare premises including the playground whether the children are present or not.

Procedure:

Every staff, student, volunteer, parent or visitor will be informed that smoking is prohibited and will sign off on the policy at the beginning of employment or enrolment and then on a yearly basis for employees.

Parents will be informed before children start and “NO SMOKING” signs will be posted throughout the centre and in all washrooms that the staff uses.

Any person who refuses to comply is in contravention of the SMOKE FREE ONTARIO ACT as well as St. Lawrence Cooperative Daycare’s policy and will be warned for 1<sup>st</sup> offence, suspended for 2<sup>nd</sup> offence and expelled for 3<sup>rd</sup> offence

## **Behaviour Management**

Our philosophy promotes the fostering of socially acceptable behaviour in children. We do this by teaching the children to take responsibility for their actions as well as learning to effectively deal with difficult situations through communication. The staff are always available to facilitate and encourage non-violent resolutions between children. These resolutions will reflect the children’s ability to openly discuss feelings, choices and opinions.

In order to promote socially acceptable behaviour in children, the staff:

1. recognizes and respects children’s individuality;
2. program activities in the classroom to reflect the children’s developmental stages; and
3. promote children’s independence and self-esteem through variety and choice.

If it becomes necessary for the staff to intervene in a conflict situation, the staff will model a positive attitude and will ensure that a logical consequence follows the action.

***Definition:*** A behaviour or series of behavioural occurrences that involves a child engaging in any persistent violent physical abuse (i.e. kicking, punching, throwing objects) directed towards another child or an adult.

By establishing this policy, our goal is to ensure that the children learn to deal with all day to day situations in socially acceptable ways, by means of communication, reasoning and taking responsibility for their actions and learning what it means to live co-operatively in a democratic society.

**Teachers are expected to:**

- respect the rights of children;
- aid the children in resolving their problems peacefully after an attempt has already been made to do so on their own;
- guide the children with age appropriate games and activities that provide choice and promote independence and positive play

- speak with parents on a regular basis, always keeping the lines of communication open to discuss potential concerns to both parents and staff;
- discuss with a parent any incident that has arisen during the day to expand on details and consequences and follow-up action;
- document all serious occurrences via incident reports and discuss with the parent immediately; and
- deal with an upset child using any of the following techniques:
  - reasoning with the child and attempt to understand what had started the problem
  - providing redirection
  - providing the angry child with space where she/he can be by him/herself to calm down
  - remove the child's source of anger when possible
- respond to a crisis situation using physical guidance if necessary when the staff member feels the child is endangering his/herself or others
- Provide the children with a safe walk between the school and day care

### **Children are expected to:**

- Respect the rights of others;
- Settle problems in a peaceful manner, first on their own and, if necessary, with the aid of staff;
- Show courtesy and respect to their fellow peers and teachers;
- Control their anger/aggression in such a manner as to not inflict any physical harm on their peers or adults; and
- Walk between daycare and school in a safe manner following the verbal instructions and modeling of the staff.

### **Guidelines for De-escalating Volatile Situations**

Physical restraint is only used in situations where a child is in imminent danger of compromising the safety of themselves or other children in the program. If any staff uses physical guidance in this type of situation then the following steps will be taken:

- The centre treats these instances like any emergency situation and our Illness, Accident and Serious Occurrence procedure will be followed
- If physical guidance is used two staff members will always be present in the same room as the child. One staff for physically guiding the child and the second staff as an observer and/or relief person.
- If at all possible, all other children will be removed from the situation. Children may move briefly to the hallway or another room, remaining supervised at all times.
- Once the child has de-escalated from the situation he/she will be supportively reintroduced into the program. Staff will remain with the child until he/she is settled into an activity or task.
- Once the situation has been resolved, the staff that used physical guidance with the child will, document the incident, sign the document and submit it to the centre's Program Supervisor.
- Staff and the Supervisor will meet with the child's parent(s) and discuss the incident and determine strategies which will be utilized should the child encounter a similar situation. Parent(s) will sign off on both the incident report and the strategies.
- Program Supervisor is required to contact the Ministry of Education, in discussion with the Children's Services Consultant the situation will be reported either as an incident or serious occurrence depending on the circumstances surrounding the situation.
- If a child alleges they have been injured the centre will comply with the Child Abuse Reporting Policy
- The Program Supervisor and staff will keep the parents up-to-date on the child's progress using a mutually agreed upon method (e.g. phone calls, daily meetings, written notes). This also includes a review of the strategies.
- If the child continues to experience challenging behaviour then the day care centre will call in a Specialized Consultation Service (parental consent is required) and with the consultant, family and staff devise specific

strategies and interventions, including a regular communication plan with the parents to review the child's progress, which will assist in making the child's placement a successful one.

- Through discussion it may be determined that the child and family may benefit from being presented at the local Interagency Co-ordination Teams in order to ensure any and all available services have been accessed which may further support the child and family.
- It may be determined that short term support may be beneficial in ensuring the continuation of the child's placement. A request for Child Care support Funds may be presented at the local Interagency Team meeting.

## SAFE BEHAVIOUR PROCEDURES

Child demonstrates  
Violent/aggressive  
Behaviour

- Staff attempt to deal with the situation by:
- verbally redirecting the child to stop/calm down
  - removing the child from the situation
  - as a last resort, physical restraining may be used to ensure the immediate safety of all staff and children

If the child modifies his/her behaviour the incident is documented. Supervisor will be informed of incident as soon as possible

If the child does not modify his/her behaviour, the child's parent or guardian is called. The parent is given the opportunity to talk to the child in an attempt to calm him/her and resolve the problem.

If the child calms down after speaking with his/her parent, the staff will arrange to speak to the parent at the earliest possible time. The incident will be documented. Supervisor will be informed of incident as soon as possible.

If the child does not calm down, the parent will be directed to come to pick up the child. If the parent is unavailable to pick up the child, he/she is expected to arrange for an alternate pick-up person. The staff will arrange to meet with the parent at the earliest possible time. The incident will be documented. The Supervisor will be informed of the incident as soon as possible.

If in the meeting, the situation is resolved to the satisfaction of the staff, a contract may be developed between the parent, child and staff to determine how to deal with any future situations.

If the situation is not resolved, The Board of Directors will be contacted. The child may be suspended from the program, parents will be required to make alternative arrangements. The child will not be readmitted until such a time as a mutually acceptable contract is signed. The City and the Ministry will be Informed by the Board of Directors.

Once the contract has been developed, if the child violates the terms of the contract, he/she may be withdrawn under St. Lawrence policy dealing with withdrawal and discharge.

## **Child Abuse Policy**

### **PROCEDURE FOR SUSPICION OF CHILD ABUSE**

**It is the legal responsibility to report any suspicions of child abuse encountered in the course of one's professional duties. The responsibility to report suspicions to the Child Welfare Agency (CWA) applies to employees, volunteers, students, Board Members, parents/guardians and Program Supervisors.**

1. Employees, volunteers, students, Board Members or Program Supervisor who are aware of or suspects any form of child abuse have a Duty to Report immediately to the CWA. This phone call must be made in the in a place that will protect confidentiality of all parties, it is also necessary to have a writing utensil and paper for documentation purposes. The individual reporting the incident to the CWA must also share the information with the Program Supervisor.
2. The Program Supervisor or Identifiable Authority will inform and update the Board Chair or Board Vice Chair or a Board Member of the Executive Committee of the report to the CWA.
3. The individual reporting the incident will wait for direction from the CWA.
4. SLCD will inform the parent of the CWA report only if directed by the CWA.
5. ALL Concerns and reports must be documented and dated. In cases of suspicious body markings, the body figure on the "Accident Report" will be used for accuracy. In cases of verbal disclosure, document and date specific language shared by the child.

#### **DAILY RECORDS SHOULD BE KEPT IF:**

- 1) There are bruises or other marks. Include a description of size, shape, color and location on body
- 2) Any dramatic changes or chronic problems with the child's health or behavior.
- 3) There are verbal disclosures related to abuse by the child to staff member.
- 4) There is any role-play or dramatization by the child during play that many highlight or reflect concerns that the child is being subjected to any form of abuse.
- 5) Chronic hunger, fatigue, aggression, over activity or inability to rest at sleep time should also be documented.

**\*\*It is important to remember that some children bruise easily and get marks and scratches from active play. Concerns will arise from frequency and severity of injuries and knowledge of family history.**

It is important to build strong relationships with parents/guardians in order to have open communication about any concerns regarding their children. This would also enable staff to gain a better understanding of the family system.

**Children Aid Society (CAS) (416) 924-4640**

**Catholic Children Aid Society (CCAS) (416) 395-1500**

**Jewish Family and Child Service (416) 638-7800**

**Native and Child Family Service (416) 969-8510**

## **Confidentiality**

Any information related to a suspicion or report of child abuse is confidential between the persons directly involved, the person making the report, the Program Supervisor, the Board Chair, Board Vice Chair, Board of Directors and the Child Welfare Agency (CWA)

The final decision about sharing of information with employees, students, volunteers, and the Board of Directors shall be made by the Program Supervisor, the Board Chair or Vice Chair in consultation with the CWA.

### **Breach of confidentiality can result in employee termination.**

#### **Reporting Procedure for an Employee, Volunteer, Student, Board Member or Program Supervisor Suspected of Child Abuse**

The same procedure as previously outlined must be followed, in addition to the following, if any suspicions of child abuse is from an employee, volunteer, student, Board Member or Program Supervisor.

1. In the event of an employee, the Program Supervisor will ensure that the employee is monitored and supervised and not left alone with children, pending further investigation.
2. In the event of a volunteer, the Program Supervisor will ensure that the volunteer is monitored and supervised and continues to be not left alone with children, pending further investigation.
3. In the event of a student, the Program Supervisor will contact the respective school Faculty of the student. The Program Supervisor will ensure that the student is monitored and supervised and continues not to be left alone with children, pending further investigation.
4. In the event a Board Member is suspected of child abuse, the Board Chair or Board Vice Chair will be notified.
5. In the event the Program Supervisor is suspected of child abuse, the Board Chair or Board Vice Chair will follow the Serious Occurrence Policy Reporting Procedures.
6. For all noted above instances, the Program Supervisor or Identifiable Authority will notify the Board Chair or Board Vice Chair or a Board Member on the Executive Committee.
7. If necessary, the Board Chair or Board Vice Chair and Program Supervisor will consult with legal counsel for next steps and further action, up to and including dismissal.
8. If the CWA determines that the allegation is the result of poor judgement, indiscretion, or inappropriate behavior, the program supervisor will continue to monitor and supervise the respective Individuals interaction with the children. The program supervisor will update the Board Chair, Board Vice Chair, and school Faculty.
9. SLCD will follow all direction by the CWA up to including notifying the local Police.
10. It is important to ensure documentation is kept confidential throughout the investigation and that all reports are filed in the office of the Program Supervisor

## **Reporting to the Ministry of Education and City of Toronto, Children's Services**

1. The Program Supervisor will notify the Program Advisor of the Ministry of Education within 24 hours
2. If the suspected abuse occurred while the child was in the care of SLCD, a Serious Occurrence Report must be completed and submitted on the Child Care Licensing System (CCLS)
3. The Program Supervisor is responsible to follow the Serious Occurrence Reporting Procedure as outlined in the Serious Occurrence Policy.

## **Parent Involvement Policy**

As a Co-operative day care centre families are encouraged to participate in the children's learning and development.

Section 6, article 2 of our bi-laws state that, "All members of the Co-operative shall be required to donate a minimum of one hour per month in such services to the Co-operative as shall be agreed upon by the directors".

Parents are encouraged to maintain open and ongoing communication with staff. Families may participate in curriculum and volunteer in the program as needed adhering to the volunteer policy.

The staff are responsible for the children at all times. If you have a concern please bring it to their attention

## **Confidentiality and Discretion**

People love talking about each other. In a child care setting, there is a lot to talk about. However, it is also a place where sensitive information is exchanged and emotions are close to the surface, especially when children are involved.

Observing confidentiality is one of the toughest problems a child care centre faces. Even two parents talking about the children in a school can inadvertently say something they'll regret. We often remark on the personalities of the children in the school. It is hard not to notice if a child is developing differently from our own child or to comment on their behaviour, or a parent's attitude. Noticing is fine, but learning how to talk about it in a respectful manner is something we have to work at.

Discretion is mostly an editing process – it's learning how to think before speaking so that information is filtered or not even shared. It can also be learning how to manage conflict effectively because we all say things we regret when we are angry. If your editor fails to say, "I'm sorry; I should not have said that. I was not thinking". When you hear something about a family and a child, or a staff, consider first how to react and then whether this is private information.

As members of a co-operative child care centre, it is imperative to be discrete. It is surprising sometimes how things get turned around. Remember that old game "telephone" where you would whisper a secret to the person next to you and they would pass it on around the circle? By the time the message came back, it was inevitably different than what you had said. Unlike the game, gossip and hearsay can be detrimental to the centre and those associated with it.

Taken from R. Lantz, P.C.P.O Nov. 3, 2000

## **Access and Equity Policy**

(Anti-Racism, Anti-Bias & Inclusion Policies)

### **Anti-Racism Policy**

**Introduction:** The St. Lawrence Co-operative Day Care Inc. strives to become a racist free organization. Expressions of discrimination or bias in any form will not be tolerated. Our goal is a climate of mutual respect and understanding in our centre and workplace.

**Statement of Principals:** St. Lawrence co-operative Day Care Inc. recognizes and values the diverse racial and ethnocultural background of the community, staff, board, volunteers and members. We also acknowledge the barriers to employment, education as well as other social and economic opportunities experienced by racial ethnocultural and religious minorities. We are committed to eliminating these barriers.

St. Lawrence Co-operative Day Care Inc. does not tolerate prejudice, racism, discrimination or harassment of any kind either on a systemic or personal level. St. Lawrence Co-operative Day Care Inc. is committed to confronting and eliminating racism and racial conflicts in both the centre and community. Our goal is to develop anti-racist values, attitudes, knowledge and practices among staff, Board, volunteers and members. In order to promote positive race and ethnic relations and to eliminate discrimination on the basis of race, culture, ethnicity and religion, the Board of Directors is committed to providing leadership in the development and implementation of anti racism policy, practices and programs.

To achieve these goals, the centre is to ensure that all staff, volunteers and participants understand the anti-racism policy and make a commitment to implement and promote the policy. The board and staff are accountable to the membership and the community to ensure that the policy is implemented and the guidelines followed. Hence, the Board, and staff is committed to regularly evaluate and monitor goals, procedures, achievements and implementation of the policy.

**Purpose:** The Anti-racism policy provides a list of guidelines to ensure that all the policies, procedures and practices of the St. Lawrence Co-operative Day Care Inc. comply with the anti-racism principals outlined above. Guidelines are given for all of the centre's operations.

#### **Guidelines:**

##### **1. Internal and Community Assessment**

- Ongoing data collection is undertaken and maintained on the composition of staff, board, volunteers and members. Re: ethnicity, race and language
- A current selection of anti-racism resource materials is available for staff and board

##### **2. Community Relations and Advocacy**

- Equitable representation of women and men from diverse racial and ethnocultural backgrounds is ensured in all communication materials distributed within the centre.
- Selection criteria and process for Board members include recognition of and sensitivity to issues affecting racial and ethnocultural groups.
- Diverse racial, ethnocultural and religious groups are publicly notified of staffing vacancies in the agency.
- Opportunities and support are provided for members of diverse racial and cultural communities to share their concerns and views and to have input into the decision making and priorities of the agency. When applicable, staff will endeavor to find translators.
- Advocacy efforts of the diverse communities are supported.
- An active advocacy role is taken for anti-racism organizational change.

##### **3. Human Resources:**

- St. Lawrence co-operative Day Care Inc. will promote equality of employment opportunities regardless of race, ethnic origin, place of origin, colour or creed (see Hiring Policy).
- An Anti-Harassment and discrimination policy is in place.
- Staff, board and volunteers are sensitive to religious and cultural practices.
- Human resources practices are sensitive to religious and cultural practices.
- All staff, Board and volunteers are recruited, selected, developed, evaluated, promoted and rewarded in a fair and equitable manner.
- A workforce audit is maintained to determine the racial and ethnocultural composition of staff, Board and volunteers.
- Criteria is established and reviewed for recruitment, selection and promotion practices to increase the number of minority staff, Board and volunteers where there is under-representation. (see selection policy)
- Positions are advertised as widely as possible, such as advertising in local, racial and ethnic minority media to increase the number of racial and ethnocultural minority applicants.
- All advertisements state the St. Lawrence Co-operative Day Care Inc. is an equal opportunity employer.
- Hiring committees include members who demonstrate understanding of the policy and who represent the racial, ethnocultural and religious makeup of the community.
- An effective mechanism is in place to appeal discriminatory practices in recruitment, selection, retention, evaluation and promotion.

#### **Human Resources Development/Education and Training:**

- All board and staff demonstrate and promote an understanding of anti-racism.
- All board and staff have the ability to confront instances of discrimination and racism.
- Ongoing training and education of staff will be organized by each centre. Staff and Board are encouraged to attend workshops to examine their own values and prejudices and to acquire relevant knowledge and skills enabling them to develop an anti-racist approach to their work.
- All volunteer, staff and Board read, support and promote the policy.
- Orientation to the policy is in place for new staff, Board and volunteers.
- Staff time and resources are allocated to facilitate anti-racism organizational change and to liaise with other organizations on the issue
- The Board of directors will set a time frame by which to accomplish the stated goals.

#### **Program, Activities and Services:**

- Programs and activities respond to the ethnocultural, racial and religious diversity of the community and promote respect and appreciation of differences. Toys, books and other resource material such as posters and flyers are bias-free and actively promote respect for racial and ethnocultural diversity.
- Members and staff from diverse racial, ethnocultural and religious backgrounds are included and are equal members in planning and implementing programs and activities.

#### **By Centre:**

Each centre develops actions plans and time frames to ensure that the principals of anti-racism and guidelines under each area are reflected in its operations and procedures.

#### **Concerns:**

Any concerns and grievances about the policy are directed to the Supervisors and or parent representatives are addressed by the Board of Directors.

#### **Definitions:**

***Race:*** A socially defined concept that changes constantly in time and context. In the present context, it refers to a classification of people according to skin colour.

**Ethnoculture** (combination of the terms ethnicity and culture): Another way of grouping people according to their common traditions, language, historic background, social and religious beliefs.

**Minority:** In the present context, it refers to groups that are excluded or are not represented in the social, economic and political power structure i.e., the decision-making structure of society.

### **Procedure for Responding to Racial Incidents:**

#### **The Target:**

In general, a response to someone (child or adult) who has been the target of racial aggression should provide emotional support, comfort and reassurance of their self-image and self-esteem. As the person responding, try to project understanding and empathy and to elicit the same from the group.

- Provide comfort, security and emotional support immediately or ASAP. This may be done by hugging/holding, standing next to the person or otherwise expressing understanding and empathy; e.g. “I know that must really hurt (name). I’m sorry it happened.” Comforting the target person in the presence of the group is one good way of demonstrating your own empathy and eliciting the same from the target’s peers; (this is particularly important with children)
- Ask for and really listen to the person’s side of the story.
- If the child is very angry or upset, it may be best to remove her/him from the group and talk with and console in private.
- Explain that the aggressive behaviour (comment, rejection, name etc...) is not her/his fault, that it is mean and unfair, is not allowed and that the aggressor will be dealt with.
- If appropriate, compliment the child for not responding in kind, i.e. not hitting back or name calling etc...
- Assure the child that you will try to make sure “it” won’t happen again and do your best to ensure that it doesn’t.
- Reinforce the child’s racial/cultural identity by explaining that the offensive comment, joke, and graffiti, is not true about the child or her/his community.
- Reassure the child’s self image and self-esteem. E.g. “I know you’re not like that. You don’t deserve to be treated like that.” Remind the child of her/his own positive achievements.
- Follow-up. Check in with the child the following day(s) to get at any lingering feelings; “How are you feeling today? (name). How do you feel about what happened yesterday (name)?” Keep an eye on the child for the next few days.
- Inform parents of the incident and how it was handled; you may explain the Centre’s policy regarding such occurrences.
- Apologize to the parents on behalf of the Centre

Responding to this person by saying, “its ok (name), don’t worry about it” or some equivalent, amounts to shirking responsibility on the part of staff. This type of response trivializes the incident as well as the child’s hurt and is neither supportive nor empathetic. No one learns anything positive from the experience or from the response.

#### **The Aggressor:**

In responding to a racially aggressive child, the focus should be on trying to correct a wrong or inappropriate behaviour. One way of doing this is to get the child to understand what is wrong about the aggressive behaviour (including consequences) and to teach her/him acceptable ways of expressing feelings of anger, hurt etc...

Note if there is any pattern to the child’s aggressive behaviour, e.g. has it occurred before and if it has is the behaviour the same or is it more or less grievous? Is the target the same child or another child from

the same racial or cultural group? Is the behaviour occurring on a particular day of the week or time of the day or around a particular activity? Any other obvious pattern should be noted in the incident report.

- Remove the child from the group. Being corrected in front of her/his peers can be very embarrassing to a child and seem like severe or double punishment.
- Ask for and really listen to her/his side of the story.
  
- Tell her/him clearly that the behaviour is wrong and explain why, (because; it hurts someone, comment etc... is not true, every one deserves to be treated with respect at all times, it is not permitted in the centre, there are better ways of expressing anger etc...).
- Require that he/she apologizes for the behaviour and promises not to do it again.
- Show the child appropriate ways of handling her/his anger, frustration etc... (E.g. walk away from the situation, tell the teacher when something is bothering you).
- Inform the parents of the incident and how it was handled. Let them know that it will be recorded and alert them to any pattern(s) to the behaviour that have been identified.

It is not useful to respond to an aggressor merely by saying, "Don't do that, it isn't nice." The child knows quite well that the behaviour is "not nice". That's probably why she/he did it. The child is not learning anything new or helpful from this response.

#### **The Staff:**

Any staff person who witnesses or receives a report of an incident has primary responsibility to:

- Resolve the original conflict. It may have to do with sharing or playing fair, etc...
- Restore calm and normalcy to the group
- Respond to the persons involved. The target person has priority for your attention; get information from witnesses if necessary.
- Inform the parents of both children about the incident and how it was handled.
- Record the incident
- Handling racial incidents can be very stressful. Take time to look after your own feeling. Get support if you need it.

#### **The Witnesses:**

Witnesses should not be considered as merely passive onlookers to racial incidents. Witnesses are an important aspect of responding because having seen or heard the offending behaviour; they are emotionally involved and also hurt and upset by it. Incidents can also disrupt their routine and sense of place. Along with the children's emotions, these areas should also be attended to when bringing the place back to normal following an incident. Witnesses can also play a crucial role in verifying the facts of an incident when there are conflicting accounts of what actually took place. They should benefit from the teaching/learning opportunity an incident can create.

- Talk with the witnesses as a group
- Allow witnesses to say what they saw or heard in their own words and to express their feelings and opinions about what happened. Do not pressure anyone to give information or take one position or the other.
- You may get several versions of an incident from the group and would need to sift and sort through them to get at the "truth". Different versions do not necessarily mean that someone is not telling the truth, they may simply reflect how people experience and recall events differently.
- Explain to the group what was wrong or inappropriate about the aggressive behaviour (it hurts, is false etc...) and why it is not allowed (disrupts the class, divides the group, make someone feel picked on or left out). Give reasons appropriate for the age group and try to get their agreement on the importance of values such as including everyone treating each other with respect etc...)
- Talk about your expectations of the group (playing fair, not hitting, no name-calling etc...)
- Encourage empathetic feelings for the target person.

- Explain how the aggressor could have behaved more appropriately. Show them more than one way of handling their anger, frustration etc...
- After attending to the target person, the aggressor and the witnesses, do an exercise or activity that brings the group together again. E.g. a non-competitive game or co-operative exercise). Include the aggressor and the target but do not insist if one or the other isn't ready to participate. The person may need more individual attention.
- Check-in with the group the following day to see if everyone is over the incident and perhaps to see what they learned from it.

## Anti-Bias Policy

The St. Lawrence Co-operative Day Care Inc. adheres to the Human Rights code of Ontario. Expression of discrimination in any form will not be tolerated.

*St. Lawrence Co-operative Day Care Inc. is committed to providing high quality childcare while consistently striving to eliminate barriers to equality. We believe all differences are inherent and value diversity, as it enriches the lives of all.*

Our goal is to address barriers that would limit or deny services or participation in our organization and take reasonable measures to prevent harassment and discrimination in the day care environment. St. Lawrence acknowledges that it has a responsibility within its organization and with in the community it serves, to strive to prevent actions of discrimination whether intentional or not and to take remedial action when it does occur.

It is our mandate to treat every individual with respect, dignity and equality.

## Purpose

The Anti-Bias Policy provides guidelines to ensure that all the policies and procedures of the St. Lawrence Co-operative Day Care Inc. comply with the Anti-Bias principals outlined above.

## Guidelines

### Human Resources Practices

5. Where candidates are equally qualified, opportunity will be given to under represented gender, racial and ethno-cultural minority candidates.
6. Professional development programs are designed to encourage staff members to qualify and apply for promotions.
7. Procedures are in place to enable candidates or staff members to address perceived discriminatory practices in recruitment, retention, evaluation and/or promotion.

Procedures:

- 1.a) Centre Supervisors identify the ethno-racial groups which are under identified in their program by surveying the ethno-racial backgrounds of their staff and families and ensuring there is representation in the staff of the community.
- b) Vacant positions are posted at every St. Lawrence site to ensure that all staff are aware of new opportunities.
- c) All Board members, staff members, caregivers, families and visitors are made aware of St. Lawrence's Anti-bias Policy as the policy statements are posted in full view at every St. Lawrence Co-operative site.
- d) In cases of racial incidents, it is the responsibility of St. Lawrence Co-operative Day Care to respond immediately and consistently. **Racial incidents are considered Serious Occurrences and must be reported as such to The City of Toronto Children's Service within 24 hours of the incident.**
- e) Please refer to "Incident Resolution" section of this document.

**Recruitment:**

Please refer to the St. Lawrence Co-operative Day Care Hiring Policy

**Community Relation and Promotions**

1. Members of our day care community who represent our diversity either racially or culturally are encouraged to participate on our Program or Board committees.
2. Barriers to access or biases in programs, activities and services are identified and addressed through ongoing monitoring and evaluation procedures.

**Program and Services:**

**St Lawrence Co-operative Day Care Inc. promoted a consistent effort to provide quality bias free programs and services to its' members and the community.**

**Objectives:**

1. All resources that are made available to the members of the Board, staff and families are checked regularly to ensure they are bias-free, current and easily accessible.
2. St Lawrence Co-operative Day Care is committed to providing bias-free training to all Board members, staff and the families that we serves in our programs to ensure sensitivity to the community we serve.
3. All activities planned at the St. Lawrence Co-operative Day Care are planned with sensitivity towards religious holidays and cultural events.
4. Staffs actively reviews and adapt our program to ensure that they are free of stereotyping and discrimination and racism.

**Procedures:**

1. St. Lawrence Co-operative Day Care makes a variety of resources on topics of anti-racism, multiculturalism and related information available to co-operative members and staff
2. The St. Lawrence co-operative Day Care staff and Board members review resources annually to ensure that they are current and bias-free.
3. The St. Lawrence Co-operative Day Care offers a least one workshop annually to staff members on race relations and anti-bias issues.
4. Members are encouraged to participate in the programs by sharing cultural information with staff and children particularly around cultural events, diversity and lifestyles.
5. The St. Lawrence Co-operative Day Care takes part in community events that promote harmony in the community.
6. The staff at St. Lawrence Co-operative Day Care is encouraged to participate in external seminars and workshops dealing with anti-racism, anti-bias attitudes and practices and equitable programs for children and families.
7. When purchasing books for our programs, the staff will act responsibly, keeping in mind whether
  - the story undermines any culture, gender, ability, race or age
  - that there is a balance of race and gender depicted in the story
  - that the character's actions emphasize the importance of helping others and are able to solve their own problems
8. When purchasing toys, staff will act responsibly ensuring that:
  - toys do not stereotype by gender, race, ethnicity or ability
  - toys do not have TV counterparts that may promote bias or violence or hidden messages
  - items are useful in several different situations and are equally available for all children
  - that items reflect the philosophy and goals of our program
  - that the toys as a whole promote cooperation and celebrate diversity in the program

9. The St. Lawrence Co-operative Day Care programs will integrate the cultural and religious diversity of their children and families through specific programming. i.e. Menu planning, games from other countries or cooking activities with diverse foods.

## **Incident Resolution**

### **Who can make a complaint?**

*Anyone who is covered by the policy and expected to adhere to the policy and who feels that he/she has been harassed by the behaviours or conduct of a member of St. Lawrence Co-operative Day Care staff or community. On the grounds outlines in this policy (in accordance with the Ontario Human Rights Code) can make a complaint.*

A person who sees another person being harassed can make a complaint. Permission must be obtained from the person before initiating a complaint unless because of their age or ability are unable to do so. I.e. an infant.

If the following is occurring, centre's coordinator acts on behalf of the Day Care

- someone is allegedly harassing people in more than one situation
- individual or groups is feeling discomfort in making the complaint themselves
  - The centre's Supervisor's must get written permission from the person(s) being harassed to make the complaint.

## **Informal and Formal Procedures**

### **Informal Procedure**

It is hoped that whenever possible, the attempt will be made to use the informal procedure to resolve complaints. It is expected that education, sharing experiences and an openness to discuss differences will, in many cases lead to constructive resolution.

The informal process is not meant to provide a forum to debate what is or is not discrimination or harassment. It is rather an opportunity to identify, clarify and examine the behaviour, action or concern with the goal to resolve the situation and ensure that it does not occur again.

An individual may choose to handle the situation by:

- talking directly to the person whose behavior had been bias or harassing
- talking with someone else – a Coordinator (care must be taken not to breach confidentiality or to ensue gossip)
- request an informal mediation or request an investigation

Write down what happened:

1. Make a note of the date, time and place
2. Write down how you felt
3. List names of people who may have seen what happened

### **Formal Procedure**

Detailed, accurate records must be kept of all formal and informal discussions, meetings and other communication, verbal and written, which are part of a formal complaint and investigation.

Anyone receiving a complaint (Coordinator) will be responsible for keeping a confidential record of the complaint, in the event that the complaint or the Co-operative wants to act on it at a later date.

When a complaint is brought forward to the Coordinators she/he will thoroughly document the whole process:

- the issues and details of all conversations
- the actions taken by the employee or member and Coordinator
- the recommendations and suggested courses of actions
- the issues and details of the investigation

- monitoring of agreements

Signed documents that may be necessary to include in the file are:

- complaint leading to mediation
- request for an investigation
- resolution agreements
- decision of investigation team
- request to withdraw complaint

Documentation should occur within 2-3 working days of the Supervisor meeting with the employee or member.

## **Procedure**

A request for a meeting

A staff or members may request a meeting with the Supervisor to discuss a situation when a staff or member felt she/he had experienced or witnessed discrimination or harassment. The following should guide meeting arrangements:

- Staff or member and the designate (Supervisor) are encouraged to meet, bearing in mind operational demands
- If it is an emergency situation, then the designate and staff or member may meet briefly to determine the most appropriate course of action. If situation requires immediate attention and the designate is unable to attend to it, then the designate may suggest the staff speak directly with the next available designate
- The designate will attempt to schedule meetings in a timely manner as addressing the issues may assist in effectively resolving the situation.

## **First Meeting**

The Supervisor will:

- Explain the role of the designate, the process, agreements governing confidentiality and reporting responsibilities
- Listen to the details of the situation
- Clarify the information she/he is hearing by determining the details of the situation, such as were there witnesses, has the person spoken to anyone else about the situation, have they talked to the Coordinator.
- Review and clarify what they have heard, the process and steps taken by the individual and determine whether or not they understand the policy
- Determine the next step and facilitate any required follow up
- Thoroughly document:
  - a) the issues and details of the conversations
  - b) the actions taken by the individual and designate
  - c) the recommendations and suggested course of action
  - d) follow up and next step
- forward the detailed notes for filing and documentation

The designate can offer to:

- role play the approach
- clarify what steps the person wants to take
- help the person to be specific in terms of detail, action and how the situation has affected them

The designate will strongly encourage the person to report back to her/him on the process and whether or not the issue was resolved. If resolved, then the designate will complete the final documentation and forward the final report. If the issue was not resolved then the designate and individual will review what the next step should be.

## **Glossary of Terms**

**Anti-racism:** to confront different forms of racism and to eliminate racial discrimination

**Barriers to Access:** employment barriers are hidden, usually unintentionally, in rules, procedures, sometimes even in the facilities that employers and organizations provide to manage their human resources. Discrimination can result if these “systems” encourage or discourage individuals because they are members of certain groups, rather than because of their ability to do a job that the employer needs done (or the right to service).

**Biases in programs:** A bias which tends to represent or illustrate staff, children or families of only one specific group.

**Board of Directors:** those responsible for formulating policies, developing programs and assuring financial support.

**Supervisor:** Responsible for the day to day operation of the Child Care Centre and report to the Board of Directors.

**Creed:** One’s religious beliefs.

**Cross-Cultural Training:** Educational workshops dealing with the differences in cultures.

**Cultural Events and Religious Holidays:** Those which are celebrated by the community served.

**Employment Equity:** A practice designed to eliminate discriminatory barriers and to provide equitable opportunities in employment.

**Ethno-Cultural:** The customs, traditions, languages etc... that are specific to a certain ethnic group.

**Families:** Includes parents and children in care and their siblings.

**Multiculturalism:** The existence within one society or nation of two or more non-homogenous, but equally recognized, ethnic origin, citizenship or creed.

**Racial Incident:** When a person discriminates against another person because of race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

**Race:** As described by Webster’s Ninth new Collegiate Dictionary 1986: “2a: A family, tribe, people or nation belonging to the same stock...b: A class or kind of people unified by community of interests, habits, or characteristics...3c: A division of mankind possessing traits that are transmissible by decent and sufficient to characterize it as a distinct human type.”

**Staff Member:** Includes all employees of St. Lawrence Co-operative Day Care Inc.

**Visitor:** One who does not work for St. Lawrence Co-operative Day Care Inc. i.e. student from community college, volunteer, one working with us to help with a special need from another organization.

## **Inclusion Policy**

### **1. Preamble**

This policy outlines the St. Lawrence Co-operative Day Care objective of providing an environment that meets the needs of all children and families by delivering programs and services that are inclusive of children with special needs.

### **2. Policy**

A primary objective of St. Lawrence Co-operative Day Care is to meet the needs of children and their families through the provision of high quality child care services. We recognize that all children have unique needs. In partnership with parents, we are committed to meeting the developmental/educational needs of all children within our centre.

### **Guiding Principles**

- A. We endeavor to accept all children, regardless of the level of type of abilities. However, prior to confirming admission of a child with an identified special need, an assessment will need to be completed by the Resource Teacher to determine the child's needs and assess whether the child care environment would be suitable and in the child's best interest.
- B. Our experience has demonstrated that, at any given time, approximately 10-20% of children within our programs have challenging needs. Service to these children is our priority, and may limit our ability to admit special need referrals.
- C. All children will have the same range of options within our centres.
- D. We will attempt to provide all reasonable modifications so that all children can participate fully within our centres.

### **3. Procedure**

#### **Procedures for Meeting the Needs of All Children**

When this is a concern about a child who is enrolled in St. Lawrence Co-operative Day Care child care program, the following steps are recommended:

1a) The childcare staff should bring their questions and/or concerns to the attention of the supervisor. The supervisor may then bring the concern to the attention of the Resource Teachers, who may conduct an informal observation. The Resource teacher will inform the Coordinator of the issue/concern during regularly scheduled caseload update meetings or will consult with the coordinator as required.

b) Child care staff will record observations and document specific incidents that clearly demonstrate the behaviour(s) of concern.

c) Child care staff will communicate concerns regarding the child to the parents/guardians through daily conversations and updates.

2a) the staff may determine that they need the assistance of the Resource Teacher. If the team decides to formally involve the Resource Teacher, the parents/guardians must give their written consent. Once consent is obtained, the Resource Teacher will consult with the child care staff and set up an initial meeting.

The team may include child care staff, supervisor, parents/guardians and the Resource Teacher. A profile of the child's strengths and needs will be developed at the meeting and will be available for the team to review.

b) The team will develop an action plan that will include:

Exploring existing resources within the centre relative to the needs of the child i.e.

- modifications to the program

- formal Resource Teacher consultation/involvement
- short and long term goals for work with the child
- identification of individual team members responsibilities
- identification of time frames

Issues to Consider When Developing the Action Plan

- identification of resources (human or material) that will be required
- request for additional information i.e. school or agency
- consideration of physical layout of room/centre
- requests for child care staff to consult with other agencies or personnel
- request for assessments
- development of individual or family contracts

c) The team will nominate a “coordinator” from the child care team who will be responsible for keeping all team members up to date with respect to the child’s progress, changes and/or adaptations made by any of the team members. If the Resource Teacher becomes formally involved (i.e. we have written consent from the parent/guardian), she/he will become the “coordinator”.

d) Ongoing communication between parents/guardians and the child care staff will continue and be documented regularly.

c) Review of the action plan will take place regularly, as negotiated by the team. I.e. monthly, bi-weekly.

3a) The team may decide that additional support, such as consultation and/or training are necessary for the child to continue to participate in the child care program. The Resource teacher will facilitate referrals to the appropriate outside agencies and will coordinate their involvement.

b) The team will continue to have regular meetings that will include the outside agencies or services as appropriate to evaluate the child’s progress.

4a) If all possible avenues have been exhausted and the team deems that the child care is unable to meet the needs of the child, other alternatives will be explored i.e. modified attendance, program volunteer/assistant, individual or family contracts, withdrawal from the program.

b) Supervisor or Resource Teacher must consult the Board of Directors prior to any decisions being made regarding alternatives.

#### **4. Training Plan**

This policy will be reviewed with new staff at their unit-specific orientation. Training in identifying/addressing/responding to special needs will occur throughout the unit in an on-going manner. Staff will be encouraged to attend external professional development opportunities. In addition, the Resource Teacher will coordinate appropriate in-house training and will serve as a resource to staff.

#### **5. Communication Process**

Team meetings are regularly scheduled with the Resource Teacher to provide assistance with children with special needs and to be a resource to the staff.

## **Code of Conduct**

### ***Declaration:***

The St. Lawrence Co-operative Day Care Inc. is a “**FRIENDLY ZONE**” in which all members and staff collectively agree to communicate and act in a manner that emphasizes mutual respect, fairness and equality. Individual needs and differences are recognized as being part of this collective process, and all members and staff are required to seek out clear and reasonable ways of addressing concerns.

The Board of Directors and staff recognize that there are many stress factors that make individuals less able to deal with difficult situations, and therefore are committed to providing a supportive environment. Individuals are expected to abide by the Code of Conduct; and verbal, physical and gestural aggression is **NOT** permitted on the premises.

### ***Process:***

All members and staff are required to sign the Code of Conduct Agreement and to familiarize themselves with the terms of the agreement. The parent representatives at each centre are available to answer questions and to act as a liaison between the staff, parent and the Board of Directors.

### ***Definitions:***

**FRIENDLY ZONE:** An environment in which individuals respect each other’s rights and where there is fairness and equality.

**VERBAL AGRESSION:** Highly inappropriate language and/or methods of communication that make another person(s) feel threatened or out of control of the situation.

**PHYSICAL AGRESSION:** Any act taken to deliberately inflict physical hurt or injury upon another person(s) or herself/himself.

**GESTURAL AGRESSION:** Highly inappropriate gestures, body language or invasion of another person’s personal space causing the other person to feel threatened or out of control of the situation.

### ***Procedures:***

#### **A) Avenues to address concerns:**

1. Directly with the person(s) involved
2. Contact the Program Supervisor
3. Contact a parent representative and/or union representative

#### **B) How to address concerns:**

1. Carefully document concern
2. Meet with the Program Supervisor / parent representative / union representative to address concern
3. Document all meetings
4. Agree on a course of action to resolve the issue
5. Follow the agreed upon course of action
6. Attend follow up meetings as required to review or revise the plan of action
7. The Board of Directors will have the final input in order to bring closure to the issue

### ***Terms:***

All members and staff agree to:

- support a friendly and supportive environment
- strive to ensure positive communication during interactions
- follow the recommended procedures for addressing concerns
- participate in all meetings and allow careful documentation of the meeting
- abide by the final decision of the Board of Directors

If any member or staff fails to abide by the Code of Conduct the following procedure will apply:

1. The concern and inappropriate behaviour will be documented and presented by the parent/staff/Program Supervisor to the parent representative.
2. The parent representative will set up an initial meeting as required with the parties concerned to gather more information and determine if the Code of Conduct was violated.
3. The parent representative will convey this information in written form to all Board members so that a collective decision may be made on how to deal with the problem.
4. The Board of Directors reserves the right to do the following: issue a written warning, institute a probationary period or revoke membership of any member.

## **ANAPHYLACTIC POLICY**

“Anaphylaxis” is a severe allergy that can be fatal. In order to reduce the risk of anaphylactic shock the following steps have been taken.

1. **We cannot accept any child with an anaphylactic allergy into the program without an epi-pen that will remain at the day care at all times.**
2. Policy in place to reduce the risk of exposure to anaphylactic causing agents in the day care. (NUT FREE ZONE)
3. Each site will be trained in the proper use of the epi-pen by the parent or guardian of the anaphylactic child.  
The epi-pen will be stored in a pouch that will be kept in a medication box in the child’s room and will follow the child throughout the day.
4. As new staff are hired for the program training will be administered by the supervisor.
5. There will be regular First Aid training for all staff in direct contact with the children.
6. A file will be kept on each child with an anaphylactic allergy. **Parents/Guardians will need to supply an epi-pen that will remain at the day care** and any information on life-threatening allergies. The file will include a copy of current emergency contacts and any prescriptions and instructions from physicians or parents/guardians with regards to a plan of action should the child experience an anaphylactic reaction. This plan will be reviewed by each staff; student and volunteer commencing work with the day care and annually thereafter. It is the obligation of the parent/guardian to ensure this information is kept up to date.
7. If a staff has reason to believe that a child is experiencing an anaphylactic reaction, the staff may administer an epi-pen or other medication prescribed to the child for the treatment of an anaphylactic reaction.
8. Every attempt is made to avoid children from experiencing an allergic or anaphylactic reaction but in the event one does experience an allergic or anaphylactic reaction an epi-pen or other prescribed medication will be given and 911 will be called. A serious occurrence report regarding the incident will be made to Ministry of Education.
9. A person with a nut allergy may have an immediate reaction or may react a few hours later. Some signs that a person is having an allergic reaction are:
  - Runny nose
  - Itchy skin rash
  - Hives

- Tightness in the throat
- Hoarse voice
- Wheezing
- Cough
- Nausea
- Vomiting
- Stomach pain
- Diarrhea

## **NUT FREE POLICY**

In accordance with the Health and Safety Act “Nuts or Products containing Nuts” are **NOT** permitted at St. Lawrence Cooperative Daycare.

Always read the label if you are unsure whether a product contains nuts.

Some items to avoid are;

- Peanut butter, peanuts and peanut oil
- Mixed nuts, candied peanuts, beer nuts and peanut brittle
- Crushed nuts in sauces
- Asian foods ( for example, satay and pad thai)
- Pesto (an Italian sauce made with nuts)
- Marzipan ( paste made from ground almonds and sugar)
- Health food bars, energy bars and sports bars
- All cakes and pastries with unknown ingredients, particularly carrot cake, pumpkin cake or pie and fruit and nut rolls
- Bouillon and Worcestershire sauce
- Praline and nougat
- Muesli and fruited breakfast cereals
- Vegetarian casseroles prepared with nuts and some veggie burgers
- Prepared salads and salad dressings
- Gravy mixes
- Candy with nuts

## **Part Time Care Policy**

### **SCHOOLAGE CENTRE**

Part-time spaces become available only as a result of vacancies in our full-time program. At the school age program, there is sufficient flexibility (we are rarely at 100% full capacity) that they may be offered to an existing full-time family that wishes to move to a part time space. (This may be reviewed in the future)

Part Time spaces are for continuous care during the term time and by the week during vacation periods. A part time space during the term time does not guarantee a space during vacation periods.

### **PRESCHOOL AND INFANT CENTRES**

For a temporary period, we may be able to offer a family part time space in the program. The parent must sign the form regarding conditional, temporary part time care.

Part time spaces become available only as a result of vacancies in our full time program. Should a family approach us that needs a full time space, the “part time” family will be given the option to take the space and make it a full time care arrangement. If they decide not to take the space they will be given two weeks’ notice that the arrangement for part time care is ending.

## **Workplace Harassment Policy**

At St. Lawrence Co operative Day Care Inc, the health and safety of our employees is paramount. Priority is given to protecting our employees and our visitors from Harassment and discrimination. Such conduct interferes with everyone’s ability to perform their job and is not in keeping with the Centre’s philosophy of trust and mutual respect.

By working together, and giving the utmost attention to the safety and wellbeing of each other, we will meet our shared objective of a healthier and safer working environment for all.

St. Lawrence Co operative Day Care employees and clients are entitled to be treated with dignity and respect and have work environment free from harassment and discrimination as prescribed by the *Human Rights Code in Ontario and the Occupational Health and Safety Act*. This policy applies to all employees and agents/representatives of the St. Lawrence Co operative Day Care while in the workplace, during work-related field trips or travel, or during any work-related and or social functions.

Employees are expected to assist St. Lawrence Co operative Day Care in its attempts to prevent and eliminate harassment in the workplace. St. Lawrence Co operative Day Care will treat any form of harassment that occurs in the workplace seriously irrespective of the alleged perpetrator’s position. Nothing in this policy limits an individual’s right to file a complaint with the human Rights Commission or the Ministry of Labour should they feel the situation warrants such action.

### **Definition**

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

Harassment and discrimination can take the following forms including:

#### **1. Discrimination-based Harassment**

Includes any verbal or physical conduct, that may reasonably be perceived as denigrating or showing hostility or aversion toward an individual because of the individual’s race, colour,

religion, gender, sexual orientation, national origin, age, disability, or other status protected by law, or because of the protected status of the individual's relatives, friends, or associates. This type of harassment includes, but is not limited to:

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

## 2. Sexual Harassment

Generally there are two types of sexual harassment:

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

### **Behaviours Constituting Harassment**

- Differential treatment of employees or co-workers based on race, gender, ethnicity, etc.;
- Verbal or written comments, jokes, teasing, and/or other communication of a sexual nature;
- Demeaning language based on gender or sexual preference;
- Graphic comments about an individual's body;
- The use of sexually degrading words to describe an individual;
- The display of sexually suggestive objects and/or pictures in the workplace;
- Foul or obscene language and/or gestures;
- Unwanted physical conduct such as patting, pinching, and/or brushing up against another person's body;
- A promise of better treatment in return for sexual favours; and/or
- Indirect or expressed threats for refusal of a sexual request.

### **Responsibilities of Board Members and Supervisors**

- Promote a harassment-free workplace;
- Provide employees with information and instructions regarding the workplace policy and program with respect to workplace harassment including appropriate steps to be taken and investigation procedures;
- Take every reasonable precaution for the protection of the worker;
- Ensure employees understand who to contact regarding concerns about the policy or when to report an incident;
- Model behaviour, which helps support a positive work environment
- Ensure the workplace is free from harassment and discrimination
- Respond to complaints brought to their attention
- Respect the confidentiality and sensitivity of such issues;
- Document all information and investigation results;
- Request that an investigation into allegations of harassment be conducted where appropriate; and
- If witnessing harassment or elements of poisoned work environment take action.

### **Responsibilities of Employees**

- Compliance with this policy is the responsibility of all employees;
- Employees must avoid any behaviour or conduct that could reasonably be interpreted as a violation of this policy;
- Employees must maintain a work environment free from discrimination and harassment

## **Process for Making Harassment Complaints**

For less serious incidents of harassment, if employees have witnessed or experienced conduct which they believe to be inconsistent with this policy, they have a responsibility to:

Step 1:

- Make the objection clearly known to the offender.
- Ask the individual to stop the behaviour.
- Where an employee approaches another employee with a workplace harassment complaint/concern, s/he should clearly state that the perceived action/behaviour is viewed as harassment under the terms of the Centre's policy.

Step 2:

- In certain circumstances, it may be inappropriate or the employee may feel uncomfortable in asking the individual to stop. In this case, the behaviour should be directly reported to their Supervisor.
- If the behaviour continues after making the objection known, or is more serious in nature, contact your Board of Directors.
- A written record of the action/behaviour and complaint should be provided to your Supervisor or the Board of Directors including dates, times, nature of the action/behaviour, and witnesses (If any).

## **Investigation Process**

- All complaints will be investigated promptly.
- All those directly involved and witnesses will be spoken with.
- Notes/statements will be prepared during each interview, reviewed by the person(s) being interviewed and signed for accuracy.
- Records or other documents relevant to the incident being investigated (this may include work schedules, complaints and observations notes and may involve taking pictures of the scene) will be reviewed.
- Relevant collective agreement or employment contract language or organizational policies/procedures will be reviewed.
- Depending on the scope of the investigation, employees may need to seek the assistance of the Supervisor or Board of Directors.
- A final summary/report of the investigation will be prepared.

### Corrective Action

Any employee found to have engaged in conduct that violates this policy will be subject to discipline, up to and including termination of employment. Because allegations of harassment are very serious, frivolous complaints found to have been made for improper purposes will result in disciplinary action being taken against the complainant.

### Confidentiality

Employees should feel secure in knowing that their concerns will be handled discreetly and sensitively. As such, employee issues will usually remain between the employee, and their Supervisor. On occasion, however, an investigation may require consulting with another employee, Supervisor, or the Board, in order to ensure an appropriate resolution. In such cases, the employee will be consulted prior to involving others.

### Reprisals

This policy strictly prohibits reprisals against an employee because s/he has brought forward a concern or has provided information regarding a concern under this policy. Any employee who commits or threatens reprisal against another employee for following this, or any of the Centre's policies in good faith, may be subject to discipline, up to and including dismissal for cause.

## **Workplace Violence Policy**

### Commitment Statement

At St. Lawrence Co operative Day Care Inc, the health and safety of our employees is paramount. Priority is given to protecting our employees and our visitors from violence and/or intimidating behaviours. Such conduct interferes with everyone's ability to perform their job and is not in keeping with the Centre's philosophy of trust and mutual respect.

By working together, and giving the utmost attention to the safety and wellbeing of each other, we will meet our shared objective of a healthier and safer working environment for all.

St. Lawrence Co operative Day Care employees, clients, parent's and Board are entitled to have a work environment free from violence and intimidating behaviours as prescribed by the Occupational Health and Safety Act. This policy applies to all employees and agents/representatives of St. Lawrence Co operative Day Care while in the workplace during work- related field trips or travel, or during any work-related and/or social functions.

Employees are expected to assist St. Lawrence Co operative Day Care in its attempts to prevent and eliminate violence in the workplace. St. Lawrence Co operative Day Care will treat any form of violence that occurs in the workplace seriously irrespective of the alleged perpetrator's position.

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

### Definition

The Occupational Health and Safety Act defines workplace violence as:

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

## **Forms of Workplace Violence**

1. Violence by strangers
  - Usually enters the place of work on the pretense of being a customer
2. Violence by Customers/Clients/Parents
  - May be an expected or unexpected situation
3. Violence by Co-workers
4. Could include; current employee and manager, former employee and manager, a prospective employee, and may occur inside or outside the workplace Violence by Personal Relations
  - This includes spouse, partner, relative, or friend and usually occurs when a personal dispute occurs with the worker and enters the workplace to harass, threaten, injure, or kill the employee

## **Behaviours Constituting Workplace Violence**

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

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

## **Responsibilities of Board Members and Supervisors**

- Assess risks of violence at St. Lawrence Cooperative Day Care Inc;
- Promote a non-violence workplace;
- Provide employees with information and instructions regarding the workplace policy and program with respect to workplace violence including appropriate steps to be taken and investigation procedures;
- Take every reasonable precaution for the protection of the worker;
- Inform employees of potential risk situations;
- Ensure employees understand who to contact regarding concerns about the policy or when to report an incident;
- Model behaviour, which helps support a positive work environment;
- Ensure the workplace is free from violence;
- Respond to complaints brought to their attention.

- Respect the confidentiality and sensitivity of such issues;
- Document all information and investigation results
- Request an investigation into allegations of violent situations be conducted; and
- If witnessing elements of a poisoned work environment, take action.

### **Responsibilities of Employees**

- Compliance with this policy is the responsibility of all employees;
- Employees must avoid any behaviour or conduct that could reasonably be interpreted as a violation of this policy;
- Employees must maintain a work environment free from violence, and/or intimidation;
- Call 911 if the situation warrants it and you find a peer or yourself in immediate danger.

### **Process for Making Violence-Related Complaints**

If employees have witnessed or experienced conduct which they believe to be inconsistent with this policy, they have a responsibility to:

- Call 911 if the situation warrants it and you find a peer or yourself in immediate danger.
- Make the behaviour/actions known to your Supervisor or the Board immediately.
- A written record of the action/behaviour should be provided to the Supervisor including the dates, times, nature of the action/behaviour, and witnesses (if any).

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

Any person who makes substantial threats, exhibits threatening behaviour, or engages in violent acts against employees, visitors, guests, or other individuals while on St. Lawrence Co-operative Day Care property shall be removed from the premises as quickly as safety permits, and shall remain off the premises pending the outcome of an investigation.

Employees are not to remove individuals from the premises. Assistance must be requested from the Police.

### **Investigation Process**

- All complaints will be investigated promptly.
- All those directly involved and witnesses will be spoken with.
- Notes/Statements will be prepared during each interview, reviewed by the person being interviewed and signed for accuracy.
- Records or other documents relevant to the incident being investigated (this may include safety reports, incident reports, work schedules, injury reports, complaints and observations notes and may involve taking pictures of the scene) will be reviewed.
- Relevant collective agreement or employment contract language or organizational policies/procedures will be reviewed.

- Depending on the scope of the investigation, employees may need to seek the assistance of the Supervisor or Board.
- A final summary/report of the investigation will be prepared.

#### Corrective Action

Any employee found to have engaged in conduct that violates this policy will be subject to discipline, up to and including termination of employment. Because allegations of acts of violence are very serious, frivolous complaints found to have been made for improper purposes will result in disciplinary action being taken against the complainant.

#### Confidentiality

Employees should feel secure in knowing that their concerns will be handled discreetly and sensitively. As such, employee issues will usually remain between the employee, and their Supervisor. On occasion, however, an investigation may require consulting with another employee, Supervisor, or the Board, in order to ensure an appropriate resolution. In such cases, the employee will be consulted prior to involving others.

#### Reprisals

This policy strictly prohibits reprisals against an employee because s/he has brought forward a concern or has provided information regarding a concern under this policy. Any employee who commits or threatens reprisal against another employee for following this, or any of the Centre's policies in good faith, may be subject to discipline, up to and including dismissal for cause.

### **WAITLIST POLICY**

St. Lawrence Co-operative Day Care Inc. has created and maintains a centralized waitlist for its four centres.

A child is added to the waitlist after contact is made online, over the phone, by email or in person.

**St. Lawrence Co-operative Day Care Inc. does not charge a fee to add a Child's name to the wait list.**

All waitlist applications will be placed in a Waitlist Binder and stored in a lockable cabinet to secure and maintain the confidentiality of all applicants.

Children are accepted into the daycare on a first come, first served basis based on the date of application.

Priorities considered are as follows:

- Siblings of children already in our centres

When a spot becomes available, parents/guardians are called in order of the placement on the waitlist. If a parent/guardian declines the spot then the next parent on the list is called until a parent accepts the spot and at that point the spot is considered filled.

It is the responsibility of the parent/guardian to contact the Centre to confirm their spot every 6 months. This can be done in person, by phone or by email. The waiting list will be made available to families in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected

persons or families. A child's name is removed from the list when there has been no contact from the parent/guardian in a 6 month period of time.

It is also the responsibility of the parent/guardian to notify SLCD if any changes need to be made to their application (i.e. an address change, change of date of when care is required).

If a spot remains unfilled by following the above waitlist process, then parents/guardians on the City of Toronto waitlist will be called in order based on the age group spot available on a first come, first serve basis.

## **PARENT ISSUES AND CONCERNS POLICY**

### **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).

*Volunteer:* An individual who voluntarily offers to work without being paid

*Student:* A person who is studying at a school and who is doing a placement work experience without being paid

*Board Member:* A parent who has been elected by the membership to jointly oversee the activities of the organization.

### **Policy**

#### ***General***

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement 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 Program Supervisor or Identifiable Authority and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 5 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 Child Welfare Agency directly.

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

For more information, visit

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

Procedures

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

**Contacts:**

\* **Infant and Toddler Location: 416 363-5989**

\* **Preschool Location: 416 363-9506**

\* **School Age and Market Lane Location: 416 363-9425**

\* **Ministry of Education (Program Advisor): 416 325-2397**

\* **Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)**

\* **City of Toronto (Program Consultant: 416 392-4221**

\* **College of ECE: 416 961-8558**

\* **Children's Aid Society: 416 924-4646**

\* **Catholic Children's Aid Society: 416 395-1500**

\* **Jewish Family and Child Service: 416 638-7800**

\* **Native and Child Family Service: 416 969-8510**

## **Parent Contract**

*The conditions of this agreement protect both the parents and The St. Lawrence Co-operative Day Care Centre Incorporated ("the Centre). It assures the Centre that you, the parents, will financially support the space guaranteed for your child. Such guarantees from the parents protect the financial stability of the Centre, and ensure it continues to provide child care for your family.*

Agreement

### **I agree to:**

1. Accept membership in the St. Lawrence Co-operative Day Care Inc. upon my child's enrollment in the program and I agree to resign membership upon my child's withdrawal;
2. Pay in advance, the designated fees, with no deductions for absences including holidays; (subsidy allows for a total 35 absences (20 consecutive days) which include absences, holidays and sick days in a calendar year);
3. Give the Centre one month notice, in writing, when my child is being withdrawn;

### **I understand that:**

1. The daily fees are set by the General Membership and reviewed annually;
2. I am responsible to pay the full daily fee unless I receive a subsidy from the City of Toronto Community & Neighbourhood Children's Services;
3. If I receive subsidy for child care fees from the Children's Services Department, I will be responsible for my assessed daily fee contribution;
4. I am responsible to fulfill all the requirements of the Children's Services Department, necessary to maintain the subsidy; and
5. If I become ineligible for any subsidy, I am responsible for paying the full daily fee.

## Parent Fee Policy-

The following administration policies have been passed by the Board of Directors of St. Lawrence Cooperative Daycare. Parents are strongly urged to read this section carefully. Please speak to the Centre Supervisor if you require further clarification.

1. **Parents/Guardians must complete Parent Personal Pre –Authorized Debit (PAD) Agreement or submit a series of post-dated cheques dated the first of each month or submit payment by the first week of the month.** Fees must be paid for every day that your child is enrolled. **This includes days absent and days on which the centre is closed.** If parents/guardians have not paid the fee after one month, they will be asked to keep their child home until a payment schedule has been worked out between the St. Lawrence Cooperative Day Care Bookkeeper and/or Program Supervisors and the parents/guardians. If there is a default in a payment, the child can be withdrawn from the St. Lawrence Co-operative Daycare.
2. All **PAD** payments will be collected by St. Lawrence Co-operative Day Care Inc. within the first 5 business days of the month. For all new families enrolled, PAD payments will start with the second month of enrollment, please pay by cheque/money order for the first month enrolled.
3. A **\$25.00** fee will be placed on all NSF cheques or PADs. Fee rates are subject to change throughout the year should the need arise. A four week advance notice will be given before any increase takes effect. St. Lawrence Cooperative Day Care has an agreement with the Children Services Department, City of Toronto to provide services for families requiring financial assistance. Please speak to the centre Supervisor for information on financial assistance. Parents receiving a fee subsidy are allowed up to 35 absent days in a calendar year (Jan-Dec). Absences are not to exceed 20 consecutive days. If a child exceeds the allowable number of absent days, the parent/guardian is responsible for the full fee for each day absent. Unpaid fees will also be reported to Toronto Children's Services (Subsidy Office). This may result in an inability to get a daycare space for the child or for other children that are not yet in daycare in the future.
4. The fees are calculated by multiplying the number of billing days for the month by the daily rate. **Number of Billing days x daily rate = monthly fee**
5. **A late fee of \$25.00 per month will be charged on all overdue fees.** Late fees will be accumulated on the last day of the month that the overdue balance remains. If fees are outstanding for 1 month you will be contacted by the bookkeeper, advised of your balance owing and what is required to place your account in good standing. If fees are outstanding and a payment plan has not been discussed and approved by the Centre we will be unable to provide child care services until all outstanding fees are paid.
6. One month written notice is required when withdrawing your child from the centre.
7. St. Lawrence Cooperative Daycare is closed on the following days: New Year's Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving day, Christmas Day, Boxing Day. On December 24 (Christmas Eve) the centre is closed at 2:00 pm and on December 31 (New Year's Eve) the centre is closed at 2:00 p.m. If one of these days falls on a Saturday or Sunday then an alternative day that the centre will be closed will be announced. Advance notice of any changes will be given to advise parents accordingly.
8. Always notify the Centre immediately if any changes of information need to be made on your child's forms.
9. Income tax receipts will be issued once per year.
10. The Board of Directors reserves the right to amend any of the foregoing policies and to change the fees charged to parents. Four weeks' notice will be given to parents prior to any change in fees.

## Dear Parents/Guardians,

Effective: February 01, 2018 the new rates are as follows:

### INFANT/TODDLER CENTRE – 4 MARKET STREET

Infant	\$93.00
Toddler	\$85.00

### PRESCHOOL CENTRE – 2 PRINCESS STREET

Toddlers	\$85.00
Preschool	\$55.00

### SCHOOLAGE CENTRE – 230 THE ESPLANADE

#### **PRESCHOOL**

##### **1. Full Day - \$55.00**

This rate applies to children who do not attend school and attend day care full day

#### **KINDERGARTEN**

##### **1. Non Instructional - \$55.00**

This rate applies to full time care during Professional Activity Days, December/March Break and Summer Months.

##### **2. Instructional – \$41.00**

This rate applies to children who attend school full day and attend day care only before and after school.

##### **3. Part Time**

Following individual rates apply to morning, lunch and afterschool care.

Before School - 7:30a.m – 9a.m	-	\$ 18.50
After School - 3.30p.m- 6p.m		\$ 27.50
Lunch to go		\$ 4.50

#### **SCHOOLAGE GRADE 1 AND UP**

##### **1. Non Instructional - \$46.00**

The rate applies to full time care during professional activity days, December/March Break and Summer Months.

##### **2. Instructional -\$41.00**

This rate applies to children who attend school full day and attend day care before school, lunch and after school.

##### **3. Part Time**

Following individual rates apply to morning, lunch and afterschool care.

Before School 7:30a.m – 9a.m	\$ 14.00
Lunch	\$ 15.50
After School - 3.30p.m - 6p.m	\$ 22.00
Before and After School	\$ 32.00

**Sincerely**

**Carla Clifton Brown**

**Chair, Board of Directors**

