

PARENT POLICIES & PROCEDURES HANDBOOK



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Introduction

The St. Lawrence Co-operative Day Care 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. Kindergarten children 4-5 years of age may be serviced if this offering is provided. SLCD participates in the Canada Wide Early Learning & Child Care (CWELCC) System. The Centre is open between the hours of 7:30 a.m. and 6:00 p.m., Monday to Friday. The Centre is closed on the following statutory holidays:

New Year's Day
Family Day
Good Friday
Easter Monday
Victoria Day
Canada Day

Civic Holiday
Labour Day
Thanksgiving Day
Christmas Day
Boxing Day

* Please note: Christmas Eve and New Year's Eve the Centres 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 one parent or legal guardian to attend the Centre's Annual General Members Meeting held annually.**

All communication from the Minister of Education and updates to the handbook will be communicated to families primarily via email; i.e. monthly newsletter, email blast.

PARENT/GUARDIAN FEE MEMO

JANUARY TO DECEMBER 2025

SLCD is continuing to participate in the Canada Wide Early Learning & Child Care (CWELCC) System. The 2025 CWELCC fee for all full fee service offerings will be \$22.00/day.

A family that needs help with the cost of licensed child care for their child(ren) and meets certain criteria may qualify for subsidy. Subsidized rates are determined on a case by case basis by your case worker through the City of Toronto Children's Services, up to a maximum of \$22.00/day.

PROGRAM	DAYS OF OPERATION	HOURS OF OPERATION	2022 FROZEN RATE	2025 DAILY FEE
Infant	MONDAY - FRIDAY	7:30AM – 6:00PM	\$96.50	\$22.00
Toddler	MONDAY - FRIDAY	7:30AM – 6:00PM	\$89.00	\$22.00
Preschool	MONDAY - FRIDAY	7:30AM – 6:00PM	\$58.00	\$22.00
Kindergarten Before & After School AM/PM	MONDAY - FRIDAY	7:30AM – 9:00AM & 3:30PM-6:00PM	\$35.50	\$16.77
Kindergarten Non-Instructional Days /Summer Camp	MONDAY - FRIDAY	7:30AM – 6:00PM	\$49.00	\$22.00

Daily fees are all inclusive and there are no additional charges over and above these base fees. Fees are subject to change at any time.



PROGRAM STATEMENT

POLICY NUMBER: 01.19

CURRENT DATE APPROVED:

JUNE 27 2023

BOARD APPROVAL SIGNATURE:



LAST DATE REVISED: APR 2018

ORIGINAL DATE CREATED: APR 2016

ORIGINAL DATE APPROVED: APR 2016

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BACKGROUND

This program statement document captures the philosophy and goals that guide our program for our children.

PURPOSE

Our Program Statement describes the following:

- The strategies we use to realize these goals
- The plans of action which execute these strategies
- The practices to implement, monitor and evaluate action plans, and to continually improve our performance

OUR PHILOSOPHY (GOALS)

St. Lawrence Co-operative Day Care Incorporated (SLCD) 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.

Our practices are guided within the framework of the City of Toronto's Assessment for Quality Improvement (AQI), Ministry of Education's Child Care and Early Years Act (CCEYA), Ontario's Pedagogy for the Early Years "How Does Learning Happen" and Ontario's framework for early Childhood Settings "Early Learning for Every Child Today" (ELECT).

SLCD is committed to offering a high quality, child centered program which encourages children's success in learning. SLCD 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.

Teachers provide parents with the opportunity to discuss their child's progress through on-going discussions (during drop off/pick up times or mutually coordinated times) and parent meetings if necessary or requested. Teachers view parents as the experts of their child(ren) and we work together to ensure discussion is ongoing to best support individual children.

Values which SLCD embraces include:

- Inclusive enriched child care 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 classroom practices, reinforces our 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
- Provide 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

- Teachers will engage in the environment on a regular basis to ensure all materials, play equipment, furnishings and fixed fixtures are developmentally appropriate and in good working order, clean and safe for the children and teachers.
- The Joint Health and Safety Committee will meet 3 times a year. Meeting minutes will be kept and made available in a Health and Safety binder.
- Monthly staff meetings and Board meetings will include an agenda item for Health and Safety.
- Respective Health Representatives will update staff with new information at staff meetings or as needed.
- The program will make available to families, resources which cover topics of health, food/toy recalls and safety that are relevant to the children and families at respective locations.
- Sleep Monitoring checklists for all children who rest during the day will be maintained.
- Parents are engaged for guidance in sleep routines.
- Teachers show flexibility with regards to the daily schedule of the classroom and follow the cues of the children to direct the daily schedule.
- SLCD will post up to date Toronto Public Health (TPH) recommended posters, inclusive but not limited to; disinfecting, hand washing, diapering and toileting.
- SLCD will ensure posters are placed in respective recommended areas, i.e. washrooms or classroom sinks.
- Teachers will role model proper hand washing, and encourage children to use the TPH visual schedule for proper hand washing.
- Handwashing procedure is reviewed with teachers quarterly.
- Teachers sanitize toys, equipment, cots, cribs, materials as well as wash bedding according to Toronto Public Health guidelines. High touch areas are also sanitized according to Toronto Public Health recommendations. SLCD uses a bleach/water mixture for all disinfecting. An accurate log of disinfecting is maintained for disinfected items.
- Teachers communicate and operate as a team to ensure they are positioned within view of children at all times.
- Teachers ensure an awareness at all times of the number and names of children that are in care.

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.

- Teachers ensure attendance verification is recorded after all staff and child transitions.
- Teachers may carry a portable attendance during times when groups are separated outside of their classroom.
- Teachers will carry a portable attendance when off of day care premises, in the community or on a trip.
- Teachers will sign children in/out on the attendance along with ongoing verifications throughout the day. Teachers verbally communicate the number of children in care and whereabouts of children in the classroom.
- Teachers will engage in open communication with parents/guardians regarding the well-being of their children during drop off, pick up times and during the day as needed.
- When children return to day care from being off sick, teachers will communicate with parents/guardians to ensure they are well enough to return to day care.
- All outbreaks will be reported to TPH and SLCD will follow all TPH recommendations in addition to applicable Policies.
- Families will be informed of communicable illnesses and outbreaks via written communication.
- Parents are responsible for ensuring the communication of any health concerns, allergies, anaphylactic allergies or food restrictions at the time of registration and responsible to ensure forms are updated as needed. For anaphylaxis allergies, parents must also supply 2 up-to-date Epi-Pens to be stored at the day care. Teachers sign off yearly and as plans are updated indicating they are aware of all health concerns and anaphylactic allergies.
- Allergy lists are posted in each classroom, kitchen and the Program Supervisor's office. All teachers, students and volunteers are informed of restrictions/allergies before they begin their first day with SLCD.
- 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.
- Teachers engage in age appropriate discussions regarding sexual health (consent, respect, proper language of body parts, etc.), resources are made available to families.

2. Promote an environment which ensures good nutrition and safe food preparation

- All food allergies and restrictions are communicated to the cook or catering company. All substitutes are labelled with the child's name and alternate food.
- Menus will be posted in the area of the kitchen and food alternatives will be posted in the area of the kitchen and respective classroom. Menus will be reviewed annually by a registered dietician.
- SLCD provides 2 snacks, a 3rd snack for children in attendance for a full day and a hot lunch for all age groups in attendance for a full day.
- All kitchen staff and Program Supervisors, at the minimum, will have a valid Food Handlers Certificate to ensure good nutrition and safe food preparation.
- Temperatures will be maintained and logged for hot food, fridge, freezer and dishwasher. A log will be kept to ensure all kitchen equipment and appliances are maintained and disinfected.
- Teachers will facilitate opportunities during meal time and food experiences, inclusive of when infants drink bottles, to extend learning, introduce new vocabulary, promote social interactions, facilitate self-help skills, and discuss healthy food choices.
- Teachers will ensure children have access to age appropriate utensils, dishes and furnishings to enable safe, and successful eating times.
- Resources specific to nutrition and well-being will be made available to families at respective Locations.

3. Support positive and responsive interactions

- Teachers will promote a positive and supportive approach to all interactions with all children and other adults in the room.
- Teachers will role-model appropriate social skills throughout the day to support learning and growth.
- Teachers will support children as they learn to self-regulate their emotions and to recognize empathy.
- Teachers will engage in interactions with children which fosters self-esteem by: celebrating milestones and efforts made throughout the day and by supporting children as they engage in the use of developmentally appropriate and individually tailored strategies to support their behavior.
- The following prohibited practices are not permitted at any time under any circumstances:
 - 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.
- Teachers will provide positive interactions during transitions that speak to recall of past experiences, self-help skills and self-regulation.
- Teachers are monitored on their use of behaviour guidance techniques.
- Teachers see themselves as an active part of the learning environment. Teachers ask open ended questions and promote the opportunity to gather information.
- Teachers share a sense of joy in learning when engaging with children.
- Teachers provide the opportunities to engage in small group activities.
- Teachers ensure there are ample learning materials to avoid conflicts and provide many different learning experiences.
- Teachers will respond in a timely manner and be available and approachable for parents when conflicts arise.
- Teachers strive to respond to each individual child's needs.
- Teachers focus on helping children understand their feelings and emotions and provide support to help regulate their behaviour.
- Teachers support children in understanding the feeling and emotions of other children.

4. Encourage the children to interact and communicate

- Teachers facilitate a cozy and inviting environment 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 through the use of diverse books and language & literacy materials.

- Teachers expose children to an assortment of cultural music, musical instruments and musical genres. This helps to promote skills such as language development, rhythm awareness, self-regulation and self-concept.
- Teachers will support the balance verbal/non-verbal interactions with children in order to assist with the development of communication.
- Teachers will initiate and build on conversations with and between children. Teachers will extend conversations with individual children as well as between children.

5. Foster exploration, play and inquiry

- Teachers will plan their curriculum based on the children's interests.
- Meaningful hands-on experiences are provided for children and adapted to meet individual levels of development.
- Materials are accessible and/or available to children.
- Teachers provide learning experiences which promote development in all domains.
- Children are encouraged to move materials throughout all learning areas to support their natural curiosity.
- Teachers will encourage children to take reasonable risks in play so they learn to trust themselves.
- Teachers will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities.

6. Provide child-initiated and adult-experiences

- Teachers will keep up to date observation and documentation logs to capture children's interests. These observations will be used to develop a weekly curriculum plan.
- Teachers will provide an ongoing opportunity to have the children's input in the weekly curriculum either through observation, visual cues, conversation, sign-up sheets or the opportunity for children to take the lead to collect ideas from the group.
- For before and after school programs, teachers will engage children to plan for monthly specialized interest groups and monthly cultural learning opportunities.
- Teachers will be provided with planning time to research age appropriate, exciting, challenging and stimulating ideas to enhance the program.
- Teachers will ensure to maintain and provide ample learning materials and equipment to support individual learning and choice.
- Children will ensure to provide different mediums of materials to promote creativity, self-expression and individuality.
- Teachers will provide field trip experiences based on the children's interests.

7. Plan for and create positive learning environments and experiences in which each child's learning and development will be supported

- A daily written and visual schedule will be prepared. Children will have the opportunity to direct the visual schedule. Being aware of how the day is planned allows for consistency, self-regulation and promotes general well-being.
- Teachers will create a visual environment through displays that are inclusive of all families,

children's interests and extended projects. These displays will be changed regularly to reflect the recent interests created by the children which in turn promotes well-being and inclusion.

- Teachers will prepare a weekly curriculum for intentional planning. Children will be exposed to a curriculum which promotes on-going learning opportunities and developmental growth for all children.
- Teachers will set up all learning areas in an organized and clutter free manner so that areas are inviting and encourage play and engagement.
- Teachers will provide a variety of materials to reflect different cultures, diverse family structures, interests of the children and inclusion of all abilities.
- Teachers will refer to the Early Learning for Every Child Today (ELECT) document when designing the weekly curriculum.
- Teachers will include family traditions and special celebrations in their program.
- Teachers will provide learning opportunities to support and encourage children to question, problem-solve and experiment.
- Teachers will engage in conversation, use observations, past knowledge, cues from the children and resources within the learning environment to extend learning and encourage opportunities to support the child's individual learning path.
- Teachers will foster children's independence by 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.
- Teachers will utilize AQL guidelines for use of TV and movies 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.
- Teachers will use photo documentation as a means to capture learning.

8. To incorporate planned and spontaneous indoor and outdoor play, as well as active play and quiet experiences

- Teachers will support individual choices when playing indoor and outdoor, by taking cues and leads from children.
- Teachers will provide a quiet time and area for children to rest their bodies, as needed.
- Teachers will provide a variety and quantity of gross motor equipment and activities (organized & free-play) to support gross motor play.
- Teachers will actively participate in organizing spontaneous gross motor experiences with the equipment at hand.
- Teachers will encourage children to engage in reasonable risk when playing indoors and outdoors (building tall block structures, balancing on a beam etc.).
- Teachers will encourage children to challenge their abilities and think for themselves.
- Teachers will encourage children to choose activities that interest them and try new experiences.
- Teachers will ensure an indoor physical environment which fosters different interests to imagine, think, create, problem solve, and make meaning from their experiences – especially when the spaces contains interesting and complex open-ended materials that children can use in many ways.
- Teachers will promote daily active physical play learning experiences for children by including this area in the program plan.
- Teachers will conduct daily inspections of equipment/play material and supervision of children to ensure children are able to engage in outdoor play experiences safely. Teachers will encourage children's well-being through sport play; turn taking, communication, sharing, good sportsmanship as well as gross motor skills.
- Teachers will supply appropriate and ample physical activities/active play equipment both for outdoor and indoor environments for the number of children enrolled.

9. Foster the engagement of and communications with parents

- Teachers will engage parents/guardians in daily communication (during drop off, pick up, communication book or telephone call) in order to develop and capture an awareness of children's individual needs and how they adapt to situations and environments. This will allow teachers to provide the care and learning that best respects and reflects each individual child's needs.
- SLCD strives to foster a family and partnership environment. All families are welcome and part of our family. We continually strive to establish and maintain a sense of belonging for all children, families and staff.
- SLCD will ensure new families are oriented prior to enrollment at all locations.
- Parents will be informed of and consulted with the organization's Strategic Plan.
- Teachers will share developmental checklists with parents and follow up with Developmental concerns.
- Teachers will share photos, observations and pedagogical documentation with parents.
- Teachers will greet parents and children at drop off and pick up times.
- SLCD will engage families by hosting family social events throughout the year.
- Teachers will invite families to share traditions, language and celebrations.
- Teachers will invite families to share their talents/careers with our programs (singing, musical instrument, engineer, cooking etc.).
- Teachers will provide families with monthly newsletters and calendars.
- SLCD's bylaws require that parents attend the Annual General Members Meeting in June.

10. To actively engage with community partners and provide opportunities for the children and families to develop close connections with a range of community supports.

- SLCD is an integral part of the St. Lawrence Community. We will continue to be a part of public consultations regarding projects in the community.
- SLCD will work collaboratively with respective schools and the St. Lawrence Community Centre through ongoing communication and the sharing of resources.
- SLCD will invite community members to the day care to enrich our program, i.e., librarian, community gardener, etc.
- Teachers will inform parents about access to a Resource Consultant or other supports as needed.

11. To strengthen the capacity of teachers/staff in order to effectively work with children, families and their colleagues through the provision of ongoing opportunities for continuous professional learning.

- SLCD supports RECEs by paying their annual membership dues at the College of ECE.
- All permanent and temporary staff are provided with financial support as outlined in the Collective Agreement to attend one (1) external professional development opportunity (workshops, seminars, webinars and inclusive of CPL) or one (1) one internal professional development opportunity annually (workshops, seminars, and webinars).
- All staff are invited to attend all internal professional development opportunities annually (workshops, seminars, and webinars).
- Staff are encouraged to share professional learning materials with their peers at staff meetings.
- Management will meet with staff annually to review, reflect on staff performance, set goals for the next period and celebrate success.

- Staff are provided with a positive and professional work environment.
- Teachers collaborate for program ideas throughout the week.
- Program Supervisors meet monthly with classroom teams to support respective discussions (inclusive but not limited to programming, children support, parent engagement, Assessment for Quality Improvement expectations, Child Care and Early Years Act expectations, Policies, How Does Learning Happen, reflective practice, health and safety, ordering of supplies and equipment).

OUR PLAN OF ACTION

SLCD views the teaching staff as knowledgeable, reflective, resourceful and rich in experience and value the experiences and environments they create for children. The teacher's role is to assist, support and guide the children while maintaining a safe, stimulating, nurturing, culturally diverse and inclusive environment. These goals are accomplished by the teacher's training, knowledge and observation skills, staying current with changing practices and frameworks and working in partnership with families. Teachers then use this information to plan and implement a program and environment which is age appropriate, inclusive, culturally diverse, fosters anti-racist views and avoids gender biases. SLCD promotes respect and appreciation of differences.

OUR PRACTICES

As a Co-operative Day Care centre, families, teachers and management are required to maintain open and ongoing communication and to participate in the children's learning and development. SLCD views parents/guardians as experts who know their children better than anyone else and have important information to share. We value and engage parents/guardians in a meaningful way. Families are expected to abide by the centre's By-laws and contribute to the ongoing development of SLCD by participating in the program. SLCD is committed to being an active and viable member of the St. Lawrence community.

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



MISSION STATEMENT

The mission of the St. Lawrence Co-operative Day Care is to provide a high quality, nurturing, child-centred program that reflects the needs of the individual child in care. Our enriched program will reflect the diversities of our multifaceted community.

Staff

The Centre is managed on a day-to-day basis by Program Supervisors at each site. The Centre's team of staff includes: Registered Early Childhood Educators, Teaching Assistants, Cooks, Cleaners and a Finance & HR Supervisor.. 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 ECE 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 an up-to-date Police Record Check for the Vulnerable Sector and an up to date immunization record. 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 months until 4 years of age; and 4-5 years of age when applicable. The enrollment package, immunization form and any other health related forms 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.

Fees

All policies regarding fees ensure the financial stability of the organization. Invoices are distributed in advance and all fees are due the first week of the month. Arrangements other than on a monthly basis can be made in advance with the Program and Finance Supervisors. The preferred method of payment is preauthorized debit (PAD) however, cheques are also accepted in approved circumstances. 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. In the event of a refund or credit, fees will be reimbursed in the same manner of payment (PAD or cheque). If you have any questions or concerns, kindly contact your respective Program Supervisor.

Fees are payable for all statutory holidays and absent days (illness or vacation). This policy is aligned with the City of Toronto Children's Services policies.

Fees and number of billing days are posted at each respective location. The Parent Fee Memo and Fee Calendar are distributed 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.

$$\text{Number of Billing days} \times \text{Daily Fee} = \text{Monthly Fee}$$

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 arrive 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 they are 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/guardian or someone not on the pick-up list, the caregiver 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 infant, toddler or preschool child must be at least 16 years of age. The person picking up a school age child (JK/SK) 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 follow:

- When a child is picked up from the day care, a staff member will sign them 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 is **the pick-up person's responsibility to inform the day care 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 day care 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 their 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 to pick up school age children (JK/SK) and 16 years old to pick up infant, toddler, and preschool children.
*There is a late fee policy in place (Please check late fee policy)

Emergency Management (Fire and Evacuation)

Each respective day care location has a fire and evacuation procedure that is adhered to by all staff, students and volunteers. In the event of an emergency, including an evacuation of a day care 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 Day Care, staff are made aware of the possibility that a Parent/Guardian (or alternate escort) may appear to be intoxicated when they arrive to pick up a child. To address these incidents, a plan of action has been developed to help staff effectively deal with the situation if it 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 (i.e. slurred speech, distinct smell, lack of coordination, etc...). Staff will suggest calling the child's other Parent/Guardian, or an alternate pick up person.

NOTE: A staff may reasonably conclude that a Parent/Guardian is intoxicated if they exhibit the following symptoms (not limited to): slurred speech, distinct smell, impaired motor function, rising aggression. Some prescribed medications as well as legal substances may have the same effect as illegal substances.

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

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 their child attends. 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 6 years old before the start of the school year in September, will be withdrawn by the end of the month that they turn 6 to comply with our license and CWELCC funding guidelines.

Parents are required to ensure that all fee accounts are settled upon withdrawal. St. Lawrence Co-operative Day Care Inc. 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.

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 their 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.

HEALTH POLICIES & PROCEDURES

According to the *Child Care and Early Years Act, 2014 (CCEYA)* 35. (1), Every licensee shall ensure that before a child who is not in attendance at a school or private school, within the meaning of the Education Act, is admitted to a child care centre it operates or to a premises where it oversees the provision of home child care, and from time to time thereafter, the child is immunized as directed by the local medical officer of health. O. Reg. 137/15, s. 35 (1); O. Reg. 126/16, s. 24 (1); O. Reg. 254/19, s. 8 (1).

(2) Subsection (1) does not apply where a parent of the child objects to the immunization on the ground that the immunization conflicts with the sincerely held convictions of the parent's religion or conscience or a legally qualified medical practitioner gives medical reasons to the licensee as to why the child should not be immunized. O. Reg. 137/15, s. 35 (2); O. Reg. 126/16, s. 24 (2).

(3) Objections and medical reasons under subsection (2) shall be submitted in a form approved by the Minister. O. Reg. 126/16, s. 24 (3).

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 them up. Illness' 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 a 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 them to pick the child up.

Illness

Parents/guardians should contact 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. 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 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 they have 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 SLCD until their 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 day care until they have 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 day care until they have 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 are potentially contagious to other children; 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 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, 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 instructed to meet the child and staff there. Parents/guardians must notify the 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 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, St. Lawrence Co-operative Day Care would appreciate being informed when the child comes in the following day.

When a child is returning to Day Care after having a communicable disease, SLCD will require a note from their doctor to confirm that the child is free from infection.

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 labeled 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 their 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 basis throughout the day. Infants sleep in individually assigned cribs in a sleep room of the Infant and Toddler Centre. Infants are placed on their back when put in the crib. Infant, toddler and preschool staff will perform direct visual/physical checks at a minimum of every 30 minutes, or more often if deemed necessary, while a child is sleeping, and document sleep disturbances.

Food Policy

The goal of the food policy at St. Lawrence Co-operative Day Care 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 Centres are catered. 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.)**

The Centre does not serve any pork. It 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.

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 accordance with the Safe Drinking Water Act; 2002; O. Reg.243/07, SLCD will flush all taps that are commonly used to provide water for human consumption or food preparation. A staff member will be assigned to flush the taps every Monday at 7:30 am. If the centre is closed at the beginning of the week, flushing will be carried out on the next operating day. The result of this testing is publicly available and all documentation regarding flushing and testing is kept on file for six years.

Smoke and Vape Free Centre Policy

No person smoking/vaping or holding an unlit cigarette is permitted on day care premises including the playground whether the children are present or not. Procedure: Every staff, student, volunteer, parent or visitor will be informed that smoking/vaping is prohibited and will sign off on the policy at the beginning of employment or enrollment and then on a yearly basis for employees. Parents/guardians will be informed before children start and "NO SMOKING OR VAPING" signs will be posted throughout the centre and in all washrooms that the staff use. Any person who refuses to comply is in contravention of the SMOKE FREE ONTARIO ACT as well as St. Lawrence Co-operative Day Care's policy and will be warned for 1st offence, suspended for 2nd offence and expelled for 3rd offence.

Playground Safety

St. Lawrence Co-operative Day Care Inc. will strive to provide safe, creative and constructive outdoor playground play through appropriate equipment and supervision of the playground.

Outdoor Play Guidelines

- Staff will plan activities for outdoor play on a daily basis for both morning and afternoon. This program plan will be posted near the playground as well as in the "Outdoor Playground Binder."
- Staff are to position and involve themselves in children's play so as to encourage positive interactions between the children and safe monitoring of the equipment.
- Staff ratios will not be reduced on the playground.
- A RECE is required to be outside at all times.
- In the event a child needs to be brought inside, any one or a combination of the following practices will be used:

1. Call upon a staff member from inside and see if a teacher is available to come out to the playground and bring in the child that needs to come inside
2. An outside staff member will bring the child inside, along with as many other children as necessary to ensure that ratios on the playground are met.
3. Classrooms will combine outside, enabling a teacher to bring a child inside while still maintaining ratios on the playground

Equipment Safety Checks and Repair

Outdoor play equipment must be checked on a daily basis for any repairs that may need to be made. Staff will be assigned and will initial daily checks. The Program Supervisor must be informed of any safety hazard and will follow up with the necessary repairs.

On a monthly basis, the Program Supervisor must use the respective check list to inspect the playground and note any hazards and/or repairs in the maintenance log. The Program Supervisor will follow up with the necessary repairs.

Annually, a certified inspector from the Canadian Standards Association (CSA) must be engaged to give a certified inspection of the outdoor play equipment. All repairs and adjustments must be made in a timely fashion to bring the playground up to CSA standards. If equipment is not immediately repaired, it must be cordoned off to prevent accidents.

Playground Accidents

All accidents in the playground must be recorded in an accident report and noted on an injury log kept in the "Outdoor Playground Binder." The Program Supervisor, Assistant Program Supervisor or Identifiable Authority must sign each report.

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. Recognize and respect 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, consequences and follow-up action;
- Document all serious occurrences via incident reports and discuss with the parent immediately;
- Deal with an upset child using any of the **following techniques**:
 1. reasoning with the child and attempt to understand what had started the problem
 2. providing redirection
 3. providing the angry child with space where they can be by themselves to calm down
 4. remove the child's source of anger when possible
 5. respond to a crisis situation using physical guidance if necessary when the staff member feels the child is endangering themselves or others
 6. 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;
- Walk between day care and school in a safe manner following the verbal instructions and modeling of the staff.

Guidelines for De-escalating Volatile Situations

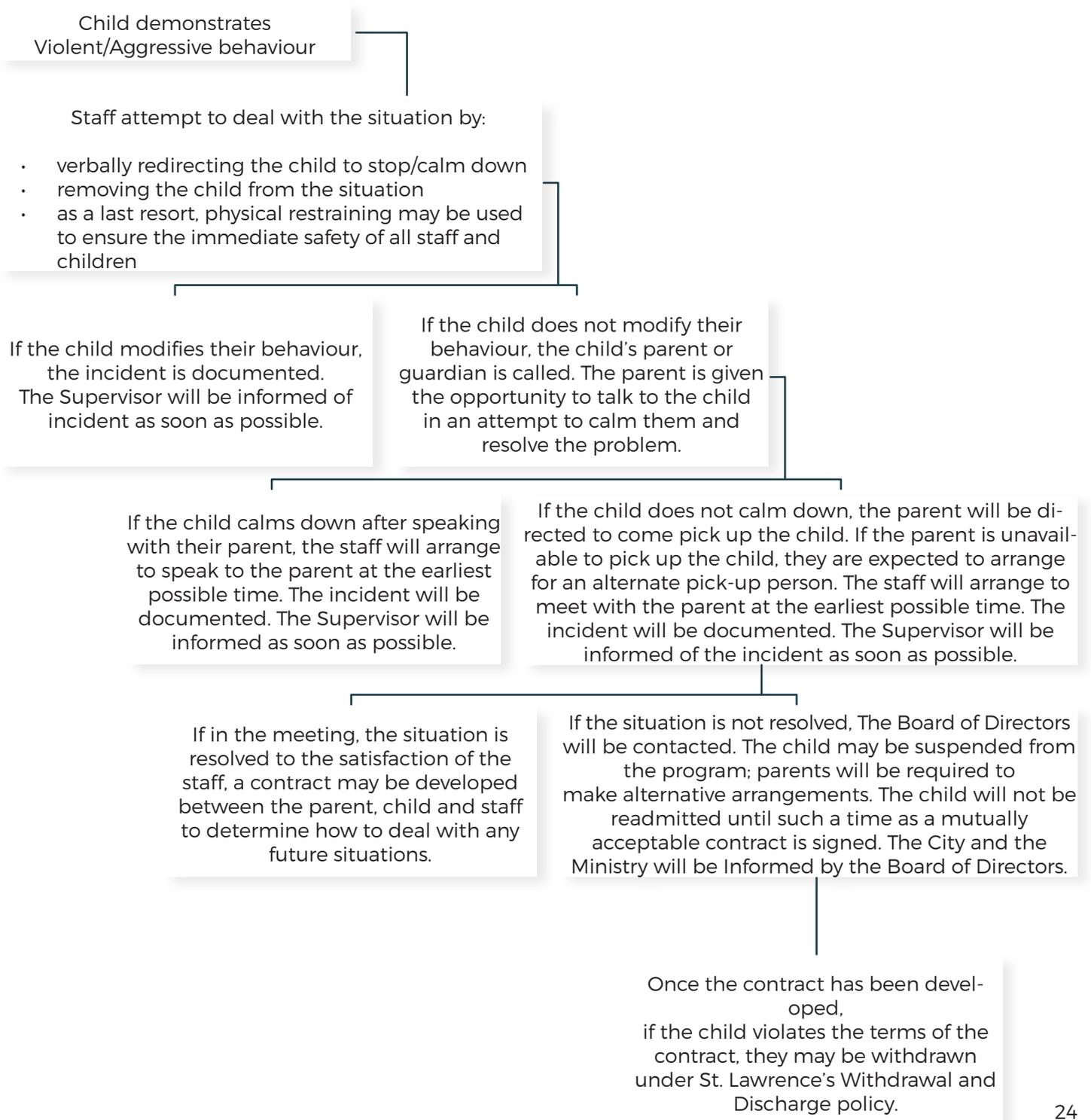
Physical restraint is only used in situations where a child is in imminent danger of compromising the safety of themselves or other children in the program. If any staff uses physical guidance in this type of situation then the following steps will be taken:

- 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, they will be supportively reintroduced into the program. Staff will remain with the child until they are 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)/guardian(s) and discuss the incident and determine strategies which will be utilized should the child encounter a similar situation. Parent(s)/guardian(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 Inter-agency 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 Inter-agency Team meeting.

** Please Refer to Diagram 1.1



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. Any Employee, volunteer, student, Board Member or Program Supervisor who is 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 the 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, colour 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 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 not be 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 to not be left alone with children, pending further investigation.
4. In the event that any *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 judgment, indiscretion, or inappropriate behavior, the program supervisor will continue to monitor and supervise the respective individual's interactions 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 including notifying the local Police when necessary.
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.

Accident & Serious Occurrence

The serious occurrence categories in the Ministry of Education's Child Care Licensing System (CCLS) are:

1. **Death of a Child**
2. **Allegation of Abuse and/or Neglect**
3. **Life Threatening injury or illness**
 - Injury
 - Illness
4. **Missing or Unsupervised Child(ren)**
 - Child was found
 - Child is still missing
5. **Unplanned Disruption of Normal Operations**

- Fire
- Flood
- Gas Leak
- Detection of Carbon Monoxide
- Outbreak
- Lockdown
- Other Emergency Relocation or Temporary Closure

Roles and Responsibilities

Supervisor

The supervisor must ensure the following:

- The policy is reviewed with, and signed annually by, all Staff
- The policy is updated as necessary
- The annual report is produced and shared with the Board of Directors
- Staff understand their responsibilities in caring for children and their obligations surrounding serious occurrences

Staff

Day Care staff must read and sign off on the Serious Occurrence policy in order to ensure reporting procedures are followed. In addition, staff must keep up-to-date on current legislation, regulations and other materials affecting their standard of practice in caring for children.

Students and Volunteers

In the event of a Serious Occurrence, Students and Volunteers must take direction from the Supervisor, Designate and Staff. Students and Volunteers must read and sign off on the Serious Occurrence policy.

Procedure

Serious Occurrence Procedures:

1. **The staff on site with the serious occurrence must assess the severity of the situation;** ensure the child is provided with the medical care appropriate for the situation.
2. Take appropriate steps to address any continuing risk to the child's health or safety. Steps should be taken to ensure the health and safety of all the children present.
3. Upon assessing the situation, immediately inform the **Program Supervisor or Identifiable Authority** for further consultation.
4. The Program Supervisor or Identifiable Authority must contact the parent/guardian or emergency contact to inform the respective person(s) about the Serious Occurrence.

In the circumstance of an emergency hospital visit, the Program Supervisor or Identifiable Authority must accompany the child/parent and remain with the family until the hospital collects the details of the serious occurrence. **The Day Care will assume the cost for the ambulance or taxi fare.**

5. Interview all people who have knowledge of the occurrence.
6. A Serious Occurrence Report must be completed by the Supervisor or Identifiable Authority with the following information:
 1. Description of the occurrence.
 2. Child's allegation (if applicable)
 3. Date, time and place of occurrence
 4. Time occurrence reported

5. Reason for the occurrence (if known)
6. People involved
7. Action taken.
8. Current status.
9. Parties notified:
 - Coroner in all cases of death
 - Police/Children Protective Service, as applicable
10. Further action recommended

Reporting Process – within 24 hours

1. Within 24 hours of the Supervisor or Identifiable Authority becoming aware of a Serious Occurrence, or when an operator deems the occurrence serious, the Supervisor or Identifiable Authority submits the Serious occurrence online using the Ministry of Education's CCLS.
2. Within 24 hours the parent/guardian/advocate and, if applicable, the person or agency who placed the client, are informed unless such notification is contra-indicated.
3. SLCD shall ensure that a report is provided to the respective Program Advisor of any Serious Occurrence in the childcare centre within 24 hours of the Supervisor or Identifiable Authority becoming aware of the occurrence. (O. Reg. 137/15, ss. 38(1)(b)) Describe any issues, and actions taken, with regard to the timely reporting of serious occurrences.
4. Following the submission of the Serious Occurrence Report to the Ministry of Education, a Serious Occurrence Notification Form will be completed by the Supervisor or designate and posted in a conspicuous location. The Serious Occurrence Notification Form is updated as further actions or investigations are completed and will be posted for a minimum of ten business days. When updated, the form remains posted for a further ten business days from the date of each subsequent update. All Serious Occurrence Notification Forms must be retained for three years from the date of the occurrence. The Serious Occurrence Notification Form should not contain any identifying information such as the child's name, staff names, the age or birthdate of the child or the classroom where the child is placed.
5. Some serious occurrences, most notably an allegation of abuse or neglect, will give rise to the child needing protection. The person who has the reasonable grounds to suspect that a child is, or may be, in need of protection must make the report directly to the respective Children Protective Service (CPS) and follow SLCD's Child Abuse Policy. SLCD is required to notify the program advisor and make a Serious Occurrence Report on CCLS if the alleged abuse or neglect occurred while the child was receiving care at SLCD.
6. Serious Occurrence Notification Forms pertaining to allegations of child abuse at the centre are posted for a minimum of ten business days when the following has been concluded:
 1. The respective CPS has concluded its investigation and the allegation is either verified or not verified; or, CPS has determined that an investigation will not be conducted and the Ministry of Education has investigated any associated licensing non-compliances.
 2. Information to be included with the Serious Occurrence Notification Form:
 - i. CAS has verified or not verified the allegation;
 - ii. The daycare has taken action on the directions given by CAS, if any; and
 - iii. The daycare has addressed any associated licensing non-compliances identified by the Ministry of Education.

Reporting Process – within 7 days

Upon a review of the reported serious occurrence, the Ministry of Education may request additional information or a further review by the service provider of the Serious Occurrence Incident. The service provider is expected to then submit online any related follow-up or outcome report(s) to the Ministry of Education. A new Notification Report is generated and posted. The Ministry of Education may also initiate its own review.

Reporting to Board of Directors:

The Supervisor or Identifiable Authority must communicate the Serious Occurrence (via email or phone call) to the Board Chair and Vice Chair either the day of the occurrence or soon thereafter.

Annual Summary and Analysis Reports:

3. SLCD shall conduct an annual analysis of all serious occurrences that occurred in the previous year. (O. Reg. 137/15, ss. 38(2)(a)) Based on an analysis of all serious occurrences during the reporting period, the report will describe any trends or patterns relating to staff, children, equipment and the physical plant or site that contributed to or caused the serious occurrence(s). This report will stay on file at SLCD.
4. SLCD shall keep records of the actions taken in response to the analysis. (O. Reg. 137/15, ss. 38(2)(b)) These records will outline the action taken by SLCD in response to the identified trends and patterns of serious occurrences, and will describe additional plans to maintain compliance in these areas.
5. SLCD shall ensure that a report is provided to the respective Program Advisor of any Serious Occurrence in the childcare centre within 24 hours of the Supervisor or Identifiable Authority becoming aware of the occurrence. (O. Reg. 137/15, ss. 38(1)(b)) The report will describe any issues, and actions taken, with regard to the timely reporting of serious occurrences.
6. The childcare licensee shall ensure that the policies, procedures and individualized plans it is required to have under this Regulation are implemented at the childcare centre. (O. Reg. 137/15, ss. 6.1(1))
7. At a minimum, the serious occurrence policies and procedures include:
 1. The identification of serious occurrences;
 2. The immediate response procedures to a serious occurrence incident;
 3. The expected steps in reporting a serious occurrence; and,
 4. The serious occurrence notification form posing requirements.

The College of Early Childhood Educators may require SLCD or any other person or body designated by the regulations to provide the College with information, including personal information, in respect of members of the College, and SLCD, person or body shall provide such information. (ECEA, 2014, c. 11, Sched. 3, s. 31 (4)) The College may require mandatory reports.

On-going Monitoring:

The Supervisor will monitor their respective centre's performance for the year, on an on-going basis, with respect to the reporting, management and follow-up of Serious Occurrences.

Infection Prevention & Control Measures (IPAC)

The IPAC policy was reviewed and modified to consolidate SLCD's Sick Child policy and the IPAC policy, to ensure that fair measures are implemented.

St. Lawrence Co-operative Day Care Inc. (SLDC) strives to provide a healthy and safe environment for all children and staff. Surveillance is an important part to infection prevent and control, and the key to identifying an outbreak. In order to reduce the risk of communicable illness and to ensure illnesses are managed, Infection Prevention and Control Measures (IPAC) have been put in place.

To be implemented in accordance with the Ministry of Education child care licensing procedures, governing St. Lawrence Co-operative Day Care Inc.

All children and staff illnesses must be reported to the Program Supervisor or Identifiable Authority immediately.

Any changes in a child's health or parent/guardian communication about the child's health shall be recorded in the daily communication log.

PROCEDURE

Health Evaluation and Monitoring

- Staff shall observe children daily, monitoring for signs and symptoms of illness, inclusive of sleeping or eating patterns, or signs that a child has lost some previously acquired skills (i.e., stopped being able to feed themselves, stopped using language).
- Staff shall observe children upon arrival to the day care centre. Staff receiving children will do a physical check to ensure the child is able to participate in the program. This check is inclusive of encouraging parents to share information about their child's restless night, lack of appetite or other atypical behaviour.
- If a staff suspects that a child is, or may be, in need of protection, they must report this to the local children's aid society.

Signs and Symptoms of Ill Health and Communication to Parents/Guardians

- In the event a child develops symptoms of ill health while in attendance at the Day Care Centre, the parent/guardian or emergency contact will be notified and asked to pick the child up as soon as possible.
- Where it appears that a child requires immediate medical attention, or the child's parent/guardian cannot pick up the child, arrangements shall be made by the operator to have the child examined by a legally qualified medical practitioner or nurse. Depending on the nature of the illness the Program Supervisor or Identifiable Authority will escort the child to the nearest walk in clinic or Sick Children's Hospital Emergency, via walking or taxi.
- A child who becomes ill while attending the Day Care Centre will be isolated from other children until a parent or guardian or emergency contact can take the child home.
- Staff will communicate the first signs of ill health, particularly for younger children who have developed a fever, even if the threshold for asking that the child be taken home has not yet been met. Parents/guardians then have the choice to pick up their child if concerned.
- Where a child becomes ill during school hours, it is the responsibility of the school to contact the parent or guardian or emergency contact. The Day Care staff will work with the school to ensure the child has been picked up safely.

Communicable Disease

- When a child has been exposed to a communicable disease such as measles via a child who

attends the Day Care Centre, the classroom staff will notify the parents/guardians as soon as possible and encourage parents/guardians to contact their physician. Both staff and parents/guardians will observe children who were exposed to the communicable disease for any signs and symptoms during the incubation period.

Surveillance

As part of the surveillance program staff shall record the following information:

- Attendance and absence of children and staff
- Staff shall observe children daily, monitoring for signs and symptoms of illness
- Dates and times that the illness started (onset)
- Time that the ill child was picked up from the Day Care Centre
- Dates of field trips, outing and special events

Return to Day Care

1. Non Gastrointestinal Illness

- Children must be symptom free of vomiting and/or diarrhea for 24 hours, a physician's note is not required

2. Gastrointestinal Illness

Definition of Gastrointestinal Illness:

A case (child or staff) of gastrointestinal illness can be defined as:

- Two or more episodes of diarrhea within a 24 hour period
- Two or more episodes of vomiting within a 24 hour period
- One or more episodes of diarrhea AND one or more episodes of vomiting within a 24 hour period

Children:

- When a child has been absent due to a gastrointestinal illness or an outbreak of gastroenteritis they must be symptom free of vomiting and or diarrhea for 48 hours. The parent/guardian is required to speak with the Program Supervisor or Identifiable Authority to determine if a physician's note is required upon return to Day Care.

Staff:

- Staff who becomes ill while working at the Day Care Centre will be sent home safely
- A staff who has been absent due to a gastrointestinal illness or an outbreak of gastroenteritis must be symptom free of vomiting and or diarrhea for 48 hours. The staff is required to speak with the Program Supervisor or Identifiable Authority to determine if a physician's note is required upon return to work.

Refer to the "Outbreak Policy" for more information.

3. Communicable Disease – Refer to the attached Toronto Public Health Chart

- When a child has been absent due to a communicable disease, the parent/guardian is required to speak with the Program Supervisor or Identifiable Authority to determine if a physician's note is required upon return to Day Care.
- All communicable illnesses related to children will be posted on a "Notice of Illness Form" in a conspicuous place of the Day Care Centre
- A staff who has been absent due to a communicable disease is required to speak with the

Program Supervisor or Identifiable Authority to determine if a physician's note is required upon return to work.

Inclusion and Exclusion from Day Care (Refer to attached Toronto Public Health Chart)

Centre Policies and Toronto Public Health (Guidelines for Common Communicable Diseases) are referred to determine inclusion and exclusion of children from day care when:

- The illness prevents the child from participating comfortably in the program
- The illness results in greater care need than the staff are able to provide
- The child has any of the following conditions including but not limited to:

Reportable Diseases to Toronto Public Health	Non Reportable Diseases to Toronto Public Health	Other
Chicken Pox Gastroenteritis - diarrhea or vomiting Gastroenteritis Outbreak Measles Mumps Pertussis Rubella Hepatitis A	Head Lice Pinworms Scabies Common Cold Hand, Foot and Mouth Disease Impetigo Fifth Disease Conjunctivitis (Pink Eye) Ringworm Scarlet fever Strep Throat Molluscum Contagiosum (skin disease)	Fever (100 degrees Fahrenheit) Unusual lethargy Difficulty breathing Rash (with or without a fever) Severe or persistent diaper rash

Hand Hygiene

1. Hand Washing

- A current Toronto Public Health "Hand Washing" procedure will be posted above or near every hand washing sink.
- A hand washing sink must be designated in each classroom with: running water, liquid soap in a dispenser, and paper towel
- The Program Supervisor or Identifiable Authority will review the Day Care Centre's "Hand Washing Procedure" with all staff every January, April, July and October. This will ensure staff practice hand hygiene and ensure staff are aware when to assist and supervise children practicing hand hygiene
- Staff will educate and demonstrate to children how to wash hands and when to wash hands.
- Visibly soiled hands must be washed with running water and liquid soap.

2. Hand Sanitizing - Alcohol Based Hand Rub (ABHR)

- A current Toronto Public Health "Hand Sanitizing" procedure will be posted above or near every hand washing sink, in addition to near where an ABHR is applied.
- Staff will educate and demonstrate to children how to use and when to use an ABHR
- All ABHR must be between 70 % to 90 % alcohol based
- Visibly soiled hands must be washed first before applying an ABHR
- Children must be given written consent by parent/guardian in order to use an ABHR
- Non-alcohol based waterless antiseptic agents must not be used

3. Glove Use

- A current Toronto Public Health “Glove Use” procedure will be posted in all washrooms, diapering areas and classrooms
- Gloves must be accessible in all washrooms, diapering area, kitchen and classrooms.
- Gloves must be worn when it is anticipated that hands will be in contact with mucous membranes, broken skin, tissue, blood, bodily fluids, secretions, excretions, or contaminated equipment and environmental surfaces.
- Gloves must be single use only
- Hand washing must be practiced before putting on and taking off gloves
- Gloves must be removed immediately and discarded into a waste receptacle after each use
- Gloves should be appropriate for the type of activity
- To reduce hand irritation:
 1. Use appropriate gloves when handling chemical agents
 2. Gloves for as short a time as possible
 3. Clean and dry hands before and after wearing gloves
 4. Use gloves which are clean and dry

Diapering and Toileting

- A current Toronto Public Health “Toilet Routine” and Diaper Routine” procedures will be posted in all diaper and toileting areas
- A separate diaper change area and change table will be designated
- Hand washing sinks must be provided in diaper changing areas and washrooms
- Washrooms and diapering areas must be equipped with: running water, liquid soap in a dispenser, paper towel, single use appropriate gloves and appropriate disinfectant
- All washroom/diapering surfaces must be free of cracks or rips
- Appropriate storage for personal hygiene items, i.e., diapers, creams, ointments. Personal hygiene items must be labelled and stored appropriately.
- Sinks must be washed and disinfected at least daily, or as necessary, and must be used for food preparation, rinsing soiled clothing or toy washing
- Washrooms, fixtures and diaper change surfaces must be maintained in a sanitary condition
- Diapering surfaces must be disinfected after each use and this should be used for diapering only i.e., not drying toys
- A separate garbage container for diapers will be provided

Expressed Breast Milk (EBM)

- Shall store EBM in a refrigerator at a temperature of 4 degrees Celsius or colder, until used
- Shall thaw frozen EBM in a refrigerator and ensure it is used within 24 hours, do not use a microwave to thaw EBM
- Shall ensure bottles and containers are properly labelled with: (date, name of infant/child and name of mother)
- Shall supervise children drinking EBM from a cup to prevent unintended consumption by other children. Discard any leftover EBM not consumed by the child
- Must apply routine practices when handling EBM
- Must practice hand hygiene before and after handling EBM
- Must wear gloves while handling EBM i.e., dispensing into a cup or from a container

Contact Toronto Public Health Communicable Disease Unit (CDSU) at 16 392-7411 immediately, if a child consumes EBM intended for someone else.

Environmental Cleaning and Disinfecting

- Cleaning and disinfecting of all classroom toys, equipment and laundry must be done according to Toronto Public Health requirements
- The classroom team is responsible for ensuring that all cleaned and disinfected items are recorded on the disinfecting log sheet
- The “Bleach Solutions for Disinfecting” Procedure from Toronto Public Health will be followed when cleaning and disinfecting. This procedure will be posted in each classroom, washroom and kitchen
- The “Blood and Body Fluid Spills” Procedure from Toronto Public Health will be followed when cleaning and disinfecting. This procedure will be posted in each classroom, washroom and kitchen
- The frequency of cleaning and disinfecting will be enhanced during an outbreak
- Unclean or mouthed toys will be placed in a separate bin immediately for cleaning and disinfecting
- All toys that are shared will be toys that can be easily cleaned
- Toys will be nonporous and able to withstand mechanical cleaning and repeated exposure to disinfectants
- Homemade play dough must be discarded after a single use

1. Cleaning Agents

- Shall be labelled
- Shall be stored in a secure location and inaccessible to children
- All agents which say “keep out of reach of children” , shall be inaccessible to children
- Shall have a Drug Identification Number (DIN) and a Material Safety Data Sheet (MSDS). All MSDS must be stored in the same location of the cleaning agents
- Must be used as per manufacturer’s directions
- Must have a predetermined shelf life

2. Using a Cleaning Agent

- Wear appropriate personal protective equipment (ppe) for the task

3. High Touch Surfaces

- High touch surfaces are those which have frequent contact with hands, some examples include:
 - Door handles
 - Cribs/cots
 - Light switches
 - Computer keyboards and remote controls
- High touch surfaces require more frequent cleaning and disinfecting than minimal contact surfaces
- Cleaning and disinfecting is generally done once a day or more frequently if the risk of environmental contamination is higher, for example toys in an infant room during an outbreak.
- Surfaces that cannot be immersed will be cleaned with a cloth and then wiped with a cloth containing the appropriate mixture of bleach and water, refer to “Bleach Solutions for Disinfecting” Procedure.

4. Sleep Equipment

- All cribs and cots will be labelled and assigned to a single designated child
- All cribs and cots will be cleaned and disinfected before being transferred to another child
- Crib mattresses shall be made of a cleanable material
- Crib mattress and cots shall be cleaned weekly or when soiled or wet
- All sleeping mats will be stored so the sleeping surface has no contact with another child’s mat
- All bedding will be assigned to each child and washed weekly or when soiled or wet

5. How to Clean and Disinfect

- Two compartment sink, follow Toronto Public Health “Bleach Solutions for Disinfecting” procedure

- Bleach Solution consists of the following: **1 part Bleach to 99 parts Water**
- Place this mixture in a squeeze bottle, this mixture will be changed daily
- Staff will implement recommendations from Toronto Public Health to ensure the bleach and water mixture measures accordingly

OR

- Use of a commercial dishwasher, follow Toronto Public Health “Bleach Solutions for Disinfecting” procedure
- All toys must be clean before being sanitized in dish washer and must be air dried prior to use or storing.
- Communicate with staff and parents in respect to “Infection Prevention and Control” measures being implemented at the Day Care Centre.

Kitchen

- A minimum of two (2) staff must have their Food Handlers Certificate to ensure children, volunteers, students and staff are protected from health risks, such as food poisoning, allergic reactions, and other health risks that could occur from consuming contaminated food.
- When receiving catered food, a temperature check must be taken on all hot food items and recorded in the logbook. Food items must then be put away in their respective space. Any temperature concerns must be communicated to the Program Supervisor or designate immediately.
- All food, whether refrigerated or in the cupboard, must always be stored in a space that is clean and organized.
- All hot food coming out of the kitchen must have a temperature check taken before leaving the kitchen and recorded in the logbook. Any temperature concerns must be communicated to the Program Supervisor or designate immediately.
- All substituted foods must be clearly labelled to ensure the respective child receives the correct food. All children must be supervised during meal times to monitor for allergies and reactions.
- Fridges and freezers must be equipped with accurate indicating thermometers. Temperatures must be recorded daily in the logbook.
- The dishwasher must be able to sanitize at high heat; washing and rinsing temperatures must be recorded daily in the logbook.
- The dishwasher must be drained and restarted when being used for cleaning and sanitizing toys.
- All appliance maintenance concerns must be communicated to the Program Supervisor or designate immediately.
- A kitchen cleaning log must be kept to ensure that regular cleaning of the kitchen is maintained.

OPERATIONAL STANDARDS

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 states 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, 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 whether or not it 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

Supervision for Volunteers and Students

St. Lawrence Co-operative Day Care Inc. may have volunteers and/or Early Childhood Education students working within the organization along with staff throughout the year. At all times, volunteers and placement students must be under the direction and supervision of SLCD staff. No child or children will be supervised by a person less than 18 years of age.

No child or children will be supervised by someone who is not an employee of SLCD. Only employees of SLCD will have direct unsupervised access to children. Volunteers and Students are not counted in staffing ratios.

Direction for Staff, Supervisors, Volunteers and Students

- All staff are required to review the organization's policies, procedures and practices regarding the supervision of volunteers, and students at St. Lawrence Co-operative Day Care Inc.
- All staff will review their roles and responsibilities when directly supervising and working with volunteers, and placement students in their classrooms annually.
- The Supervisor along with the staff of the child care centre are responsible for ensuring that volunteers, and students are provided with an orientation to the organization, appropriately trained, and supervised.
- Volunteers and students have a responsibility to contribute to their orientation by seeking information, asking questions and assistance as required.
- All volunteers and placement students must agree to follow all policies and procedures of SLCD.
- All volunteers and placement students must agree to follow the directions and guidelines provided by staff and management of SLCD.
- In the case of a disagreement over the direction provided by a staff member, the volunteer or placement student may address this issue in writing with the Program Supervisor.

Criminal Reference Check

- All volunteers having direct contact with children in the child care centre must have a satisfactory criminal check.
- Students, prior to their placement in the child care centre must verify they have a satisfactory criminal reference check.

Mandatory Orientation & Training

- Prior to starting in the classroom at St. Lawrence Co-operative Day Care Inc. all volunteers, and placements students will have an orientation which will include a comprehensive discussion regarding SLCD's philosophy and the Day Nurseries Act requirements.
- All volunteers, and placement students will be provided with a detailed orientation regarding their roles and responsibilities within the organization. This will include a thorough review of SLCD's code of conduct (College of ECE Code of Ethics and Standards of Practice) prior to working with children in the classroom.
- All volunteers and placement students are required to review and sign off on all policies and procedures prior to working with children for the first time and at least annually thereafter.
- All volunteers and placement students will have ongoing training through impromptu daily meetings and monthly meetings.
- All volunteers and placement students are required to read all applicable memos and organizational updates. Volunteers, and placement students will be made aware of all applicable policies and procedures in the organization including but not limited to:
 1. The Behaviour Management Policy
 2. Code of Conduct
 3. Occupational Health and Safety
 4. Emergency policies and procedures
 5. Anaphylaxis Policy and Procedures
 6. Workplace Violence and Harassment Policies
 7. Serious Occurrences Policy
 8. Client/Parent Policies
 9. Confidentiality Policies
 10. Volunteer or Placement Student Job description and/or student manual
- All accidents, injuries and hazards must be reported immediately to any staff member or supervisor. Incidents include violence, theft, threatening behaviour, abuse, or any (potentially) unsafe situation.

Record Retention

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

Confidentiality

- All volunteers, and placement students must sign a confidentiality agreement.
- All volunteers and placement students are responsible for maintaining the confidentiality of all proprietary or privileged information to which they are exposed while at St. Lawrence Co-operative Day Care Inc., involving staff, clients, or other volunteers and students.

Discipline

- All volunteers and placement students who fail to adhere to the policies and procedures of St. Lawrence Co-operative Day Care Inc. may face disciplinary action, up to and including dismissal.
- St. Lawrence Co-operative Day Care Inc. believes in fairness and openness and where volunteers, and placement students can expect a commitment to resolving conflict and receiving supportive and constructive criticism. If disciplinary action is required, the organization follows the same steps as its staff practices:
 1. Performance Review
 2. Verbal Warning
 3. Written Warning
 4. Suspension
 5. Dismissal

Professional Development and Training

St. Lawrence Co-operative Day Care Inc. (SLCD) is committed to continuous learning and development for employees and volunteers. SLCD recognizes the value of professional development and training in motivating and retaining staff and in developing high quality, effective child care programs.

Guidelines

1. **Eligibility:** All staff and volunteers are eligible for mandatory and optional training offered by SLCD. Permanent staff are eligible to apply for external conferences, training or education opportunities.
2. **Expectations:** All permanent and temporary staff are required to attend one (1) external professional development opportunity annually, approved by their respective Program Supervisor (i.e. workshops, seminars and webinars) or one (1) provided by SLCD. Proof of attendance of professional development is required.
3. **Compensation:** Full-time and permanent part-time staff will be reimbursed as per the current collective agreement with proof of payment, pending successful completion of courses or workshops related to their position. The courses/workshops must be approved by the Program Supervisor. Each full-time and permanent part-time staff will be permitted professional development hours as per the current collective agreement, for attendance at job-related seminars/workshops. If a full-time staff member was not taking a course or attending a workshop, this amount could be applied to a visit to another day care (by being applied to the support staff in their place), after which the staff would be expected to report back at the next staff meeting. Such a visit to another day care would be subject to the approval of the Program Supervisor.
4. To support primary care giving and provide quality care for children, only 1 staff from each age group of children shall participate in development and training during program hours unless prior approval has been granted by the Program Supervisor.

Staff on maternity leave, parental leave or leave of absence are welcome to participate in professional development on a voluntary basis.

Procedures

1. Sign up for the internal development opportunities will be on a first come, first served basis.
2. A request is made to the Program Supervisor to attend external development opportunities for approval
 - Request will include information on the event/education being requested for, the relevance to the annual organizational goals and objectives and the compensation being requested. The staff should also demonstrate how the request is a benefit to St. Lawrence Co-operative Day Care Inc. and their personal growth.
 - The review process will ensure consistency with the following criteria:
 1. Must be a full-time or part-time staff
 2. Event or education furthers the goals of SLCD
 - Approval will be based on:
 3. Balance of compensation left for the staff annually
 4. How closely the staff has demonstrated the value to the goals and objectives of SLCD and their personal development plan
3. Copies of professional development certificates will be kept in their file.

Tracking for staff development is the responsibility of each employee.

First Aid and CPR

- All permanent full-time and part-time staff who work at our Child Care Centres as well as Program Supervisors must complete and maintain Standard First Aid and CPR Certification Level C due to WBIB requirements
- It is each individual staff's responsibility to ensure that their qualifications do not lapse. SLCD will pay the cost of certification and/or re-certification for all full-time and part-time staff. If staff misses the scheduled date of certification and/or re-certification, they will be responsible to arrange to do it on their own time and assume the cost on their own. WSIB also has criteria in regard to certification.
- Supply and contract staff are welcome to attend scheduled certification and/or re-certification dates however are responsible for the cost.

Police Record Check Vulnerable Sector

This policy is intended to help protect the health, safety and well-being of children, families and those involved with the child care centre by setting out measures to verify that individuals involved in providing child care, in positions of trust, are not prohibited from doing so under the Child Care and Early Years Act, 2014 (CCEYA) and do not have a criminal history that may put children in care at risk. It provides clear and transparent rules and processes for regularly collecting and using information in police record checks, offence declarations and attestations for staff, students and volunteers and other persons who provide child care and other services to children. This policy sets out additional measures to protect children while a vulnerable sector check is being obtained, which help to reduce risk where there is a gap between the time an individual starts interacting with children and the time they provide their vulnerable sector check (VSC). This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for staff screening and police record checks for a child care centre.

Glossary

Attestation - A written declaration provided for an 'other person' who provides child care or other services to children in a child care centre, completed by the person's employer or the person or entity who retained the person's services (e.g. a parent/guardian of a child).

Break in a Relationship with the Licensee - The ending of a relationship between SLCD and an individual from whom a VSC is required (i.e. employee, student or volunteer) that is later restarted. Examples include, but are not limited to:

- The end of an employee's contract and the start of a new contract after a period of time has passed.
- A student's placement ends and the student is hired as an employee the following week.
- A volunteer completes their volunteer hours and starts volunteering again after a period of time has passed.

Breaks in relationship do not include vacations, parental leaves or sick leaves where the person intends to return to their position after a period of time.

Certified Translated Copy - A copy of a police record check that is signed and dated by a translator certified with a body belonging to the Canadian Translators, Terminologists and Interpreters Council (CTTIC), that certifies that the translated copy is a true copy of the original document.

Police Record Check - A document concerning an individual that was prepared by a police service or service from national data on the Canadian Police Information Centre system and contains information concerning the individual's personal criminal history.

There are three types of police record checks:

1. Criminal Record Check (CRC): A basic type of police record check that is not intended for

- people who are seeking positions working with vulnerable persons.
2. **Criminal Records and Judicial Matters Check:** A type of police record check that may include criminal convictions, findings of guilt under the Youth Criminal Justice Act (Canada), outstanding charges, warrants and judicial orders, absolute discharges, conditional discharges and other records as authorized by the Criminal Records Act (Canada). This check is not intended for people who are seeking positions with vulnerable persons and cannot take the place of a vulnerable sector check.
 3. **Vulnerable Sector Check (VSC):** An enhanced type of criminal record check for persons who may hold positions of trust or authority over vulnerable persons, that is performed at the request of an organization responsible for the well-being of a child or vulnerable person to protect children and vulnerable persons, as governed by section 6.3 of the Criminal Records Act (Canada). A VSC verifies whether an individual has a criminal record and any record suspensions for sexual offences and local police records for information relevant to the VSC.

Employee - An individual paid directly by SLCD (not a third party) to provide a service in the program.
For example: program staff and support staff, supervisors, human resources, finance and administrative support staff, kitchen staff, cooks.

Interacting - To be or become involved in communication, social activity or work with somebody else or one another. Examples of interactions with children include conversing, playing, directing, intervening, supervising or assisting in fulfilling their needs (e.g. food/drink consumption, toilet use).

Licensee - The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre.

Offence Declaration (OD) - A written declaration signed by an individual that lists all of their convictions for offences under the Criminal Code (Canada), if any, during the period stated in the declaration.

Other person - Any person who provides child care or other services to SLCD, other than an employee, student or volunteer (e.g. resource teachers, nurses, occupational therapists, speech pathologists, entertainers, sport/activity instructors, etc.). This would not include Ministry of Education program advisors, fire/health inspectors, CAS investigators, quality assurance analysts or other inspectors.

Student - An individual who is on an educational placement with the child care centre and interacts with children in care.

True Copy - A photocopy or digital copy of an original document that is signed and dated by the individual who reviewed it, confirming that the original was reviewed and that the photocopy matches the original document. True copies may be kept as a hardcopy or electronically.

Volunteer - An individual who participates in the child care program and interacts with children in care but is not paid by the licensee (e.g. parents assisting on an occasional or recurring basis with child care programming, such as excursions, field trips, etc.).

Vulnerable Person - A person who, because of their age, disability or other circumstances, whether temporary or permanent is:

1. in a position of dependency on others; or
2. is otherwise at a greater risk than the general population of being harmed by a person in a position of trust or authority towards them.

Duty to Obtain a PRC-VSC

SLCD will obtain a VSC from the following individuals in accordance with the timelines indicated below:

1. **Employees, volunteers and students** who interact with children

2. **Board Members** prior to the start of their term. As SLCD is a corporation, a criminal record check (CRC) will be accepted in the place of a VSC as long as:
 - i. The Board Member is not required to interact with children and
 - ii. completes and signs a Non-Interaction with Children form
 - iii. The CRC or VSC must be redone before the 5-year anniversary of the initial check
 - iv. An assigned SLCD Supervisor will be responsible for uploading all Board Member information to the Ministry of Education's Child Care Licensing System (CCLS)
3. Every person who comes into the program on a recurring basis and interacts with children.

Timeline

An individual must obtain a PRC-VSC:

- Before beginning employment or otherwise interacting with children;
- On or before the 5th anniversary after the date on the most recent VSC;
- After any break in the relationship with SLCD that has lasted 6 or more months, before the relationship resumes; and
- After any break in the relationship with SLCD that has lasted less than 6 months, only if a VSC would have been required during the break, before the relationship resumes.

Reviewing PRC-VSCs & Exceptions

All VSCs will be reviewed by the Supervisor or Designate to ensure that they are:

- conducted by a police service from the city or town in which the person lives, where applicable;
- prepared no earlier than six months before the day it was obtained by SLCD, for employees (see exception below for students and volunteers);
- the original documents (i.e. not a photocopy, see exception below for students and volunteers);
- not altered;
- clear and legible;
- provided in English and/or French (otherwise a certified translated copy into English and/or French must be provided);
- complete (i.e. no information missing or cut off);

The following exceptions will apply to volunteers and students only:

- VSCs for volunteers and students that are performed more than six months before the day they are provided to SLCD will be accepted as long as the VSC is less than 5 years old from the date it was performed. In these cases, the volunteer/student will also be required to provide SLCD with an offence declaration addressing the period since the day the VSC was performed.
- SLCD will accept a photocopy of a VSC from a volunteer or student as long as it is less than 5 years old from the date it was performed.
- A criminal record check (CRC) will only be accepted in the place of a VSC where:
 - i. any statute of Ontario or Canada prohibits the disclosure of information contained in a VSC in respect of a person (e.g. information about persons under 18 years of age, pardoned offences, etc.); and/or
 - ii. a police service will only issue a CRC, not a VSC, for an individual
- A Criminal Record and Judicial Matters Check will be accepted in place of a CRC but will not be accepted in place of a VSC.
- Any person who turns 18 while in a position where they interact with children will be asked by the Supervisor or Designate to provide a statement disclosing every previous finding of guilt under the Youth Criminal Justice Act (YCJA) if they received an adult sentence. Where the individual confirms that there are no such findings, the Supervisor or Designate will document the request and the individual's confirmation in their file.
- Where a person is over 18 years of age but has not turned 19 years of age, where they interact with children, they will be asked by the Supervisor or Designate to apply for a VSC within one month after their 19th birthday. That person must provide the Supervisor or Designate with a receipt that

they have submitted a VSC. And:

- i. The person's file must have documentation indicating that they have applied for a VSC and
 - ii. the individual is not left alone with children
- Any person who turns 19 while in a position where they interact with children at the child care centre will be asked by the Supervisor or Designate to apply for a VSC within one month after their 19th birthday. That person must provide the Supervisor or Designate with a receipt that they have submitted a VSC. And:
 - i. The person's file must have documentation indicating that they have applied for a VSC and
 - ii. the individual is not left alone with children
 - All VSCs provided to SLCD must be intended for the position that the individual will hold (i.e. employee and volunteer positions). Where the VSC has not been provided for the correct position, it will not be accepted.
 - There will be no exceptions made for individuals to obtain a police record check (e.g. for medical reasons).

Cost

All related costs for any PRC is the responsibility of the individual. This is inclusive of all applications or any related outcomes from the application, for example the requirement to obtain finger prints.

Offence Declarations (ODs)

The Supervisor or Designate is responsible for obtaining an OD from the following individuals in accordance with the timelines indicated below:

1. Employees, volunteers, students (including international students)

These individuals must obtain an OD:

- Annually, no later than 15 days after the anniversary of the most recent VSC or OD;
- Where a VSC has been provided by a student or volunteer that is more than 6 months old and less than 5 years old before the individual starts interacting with children; and
- After any break in the relationship with the licensee that has lasted less than 6 months, only if an OD would have been required during the break, **before the relationship resumes**.

2. Other persons who provide child care or other services to children

These individuals must obtain an OD:

- if an attestation is not otherwise provided, prior to interacting with children; and
 - annually, no later than 15 days after the anniversary date of the most recent OD or attestation
- ODs will be obtained from the individuals mentioned above every calendar year except if the individual has to provide a VSC that year.
 - Any individual from whom SLCD is required to obtain a VSC must provide ODs to the Supervisor or Designate as soon as reasonably possible any time they are convicted of any offence under the Criminal Code (Canada).
 - The Supervisor or Designate who received the OD from the individual will review and keep it on file at the child care centre in a secure location for three years after it was created.

Attestations

The Supervisor or Designate is responsible for obtaining an attestation from the following individuals in accordance with the timeline indicated below:

1. Other persons who provide child care or other services to children at the child care centre

These individuals must obtain an attestation:

- If an offence declaration is not otherwise provided, prior to interacting with children; and
- Annually, no later than 15 days after the anniversary date of the most recent OD or attestation (if the person continues to provide such child care/other services).
- All attestations will be from the person's employer or the person who retained the person's services (e.g. a child's parent).
- The Supervisor or Designate will review and keep it the attestation in their respective file in a secure location for three years after it was created.
- Where an individual must keep their original attestation, the Supervisor or Designate will review the attestation and create a true copy to keep on file

Using Information Revealed in a VSC, OD and/or Attestation and Confidentiality

- No individual will be hired or kept as an employee or accepted or kept as a volunteer or student, or be allowed to otherwise interact with children at SLCD if their VSC, OD and/or attestation reveals any of the following findings:
 - Any conviction for an offence under the CCEYA;
 - Any conviction under the following sections of the Criminal Code (Canada):
 - Section 151 (sexual interference);
 - Section 163.1 (child pornography);
 - Section 215 (duty of persons to provide necessities);
 - Section 229 (murder); and/or
 - Section 233 (infanticide);
 - In addition, a person with other convictions under the Criminal Code (Canada) for offences that pose a high risk to the health, safety and well-being of children, families and other representatives of the child care centre will not be hired or kept as an employee, accepted or kept as a volunteer or student, or be allowed to otherwise interact with children at the child care centre. These include, but are not limited to:
 - Physical or sexual abuse or assault;
 - Manslaughter;
 - Indictable criminal offences for child abuse;
 - Convictions for any violent offence, whether or not it involved weapons;
 - Offences which indicate a pattern of behavior which could create risk in terms of the role the individual is expected to play; and
 - Current prohibitions or probation orders forbidding the individual to have contact with children under 16 years of age.
- Also, if the individual has been found guilty of professional misconduct under the College of Early Childhood Educators, the Ontario College of Teachers and the Ontario College of Social Workers or another prescribed Act, and based on that finding:
 - The individual's membership in the regulatory body established under that Act was revoked and the individual has not been readmitted since that time, OR
 - A certificate or documentation issued to the individual under the Act that authorized the individual to practice was revoked and has not been reissued since that time, OR

- The individual's authority to practice was restricted in any other way prescribed by the regulations.
- Any person with a work permit or work visa that indicates that the individual is not permitted to work with children will not be hired or kept as an employee, accepted or kept as a volunteer or student, or be allowed to otherwise interact with children.
- Information about an individual's criminal record and history will be treated confidential and every effort will be made to protect the privacy of staff, students, volunteers and any other person mentioned in this policy except when information must be disclosed for the purpose of implementing the procedures in this policy and for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).
- All CRCs, VSCs, ODs, attestations and statements of findings of guilt under the YCJA (Youth Criminal Justice Act) will be kept in a filing cabinet of the main office at 230 The Esplanade.

Delayed VSC

SLCD recognizes that police services may have a back log in processing applications. A person who has not provided a VSC will be allowed to start their employment or volunteer position, or otherwise start interacting with children if they apply to obtain a VSC as soon as possible and satisfy the following conditions:

- Provide a receipt from the respective police service that a VSC has been submitted
- If a VSC is not provided within one month of their start date, SLCD will ask the individual for written documentation from the police service stating the length of time the VSC will take to process

Until a VSC is obtained, SLCD will put the following additional measures in place to protect children:

- obtaining an offence declaration from the individual;
- ensuring all interactions between the person and children are supervised at all times by an employee who has provided a clear VSC;
- ensuring the individual is not left alone with children

Positive PRC

With the exception of Section 9 of the CCEYA as stated above,

- A positive VSC does not necessarily preclude employment.
- The Hiring Committee will consider the nature and circumstances surrounding the charges and conviction to determine whether those pose any threat to the well-being of the children. A VSC is one part of the organization's overall hiring policy (which also includes but not limited to: experience, education, interviews and references).
- The Hiring Committee will refer all recommendations to the Board of Directors. The Board of Directors will motion to make a final decision on an offer of employment. Information provided from the VSC can only be used for hiring purposes. All information is to be considered strictly confidential.

Procedure

A. Obtaining a PRC (i.e. VSC or CRC as applicable)

Process and Responsibilities

1. The person from whom a PRC is required must:
 - i. apply for a PRC from the local police service where the individual resides, submit the required fee for a PRC; and
 - ii. provide the evidence of application (where there is a delay in processing the application) to the Supervisor or Designate; or
 - iii. provide the original PRC to the Supervisor or Designate for review prior to starting the position or otherwise interacting with children, or within one month if the person has been allowed to start their position or interact with children.

2. Upon receipt of a PRC, the Supervisor or Designate must:
 - i. confidentially review the PRC to ensure that it meets the requirements outlined in this policy;
 - ii. where the individual needs to keep their original PRC, create a true copy of the document to keep on file at SLCD for three years after the true copy was created; and
 - iii. place the PRC (original or true copy, where applicable) in a secure location in the respective file with limited access.

3. 6 months before a new VSC is required, the Supervisor or Designate must:
 - i. notify the individual(s) who need to provide a new VSC in writing and require them to apply for a new VSC; and
 - ii. obtain a new VSC from the individual(s) no later than the 5-year anniversary date of the most recent VSC.

How to create a true copy of a PRC

1. Make a complete and legible photocopy of the original PRC;
2. Make a true copy statement on the photocopy by:
 - i. Writing "Original received and reviewed by:" and printing the full name of the individual who received and reviewed the original PRC;
 - ii. Writing "Date received and reviewed:" and printing the full date the PRC was received and reviewed; and
 - iii. Signing the true copy statement (the signature must be that of the individual who received and reviewed the PRC).

B. Submitting an Offence Declaration

Process and Responsibilities

1. The Supervisor or Designate must:
 - i. Make the OD template available at all times at SLCD to individuals who are required to complete an OD; and
 - ii. When the anniversary date for a previous OD is approaching provide a verbal reminder to the individual
2. The individual who is required to provide an OD must:
 - i. Complete a hard copy of the OD at SLCD;
 - ii. Provide the completed OD to the Supervisor or Designate no later than 15 days after the anniversary date of the most recent OD.
3. Upon receipt of an OD, the Supervisor or Designate must:
 - i. confidentially review the OD to ensure that it meets the requirements outlined in this policy; and
 - ii. Place the OD in the respective file with access limited.

C. Obtaining an Attestation

Process and Responsibilities

1. The Supervisor or Designate must inform any 'other person' that an attestation is required prior to interacting with children.

Upon receipt of an attestation, the Supervisor or Designate must:

- i. confidentially review the attestation to ensure that it meets the requirements outlined in this policy; and
 - ii. Place the attestation in the respective file with success limited
2. Where the immediate health and safety of the children are a concern (e.g. a PRC, OD or attestation reveals that an individual has been convicted of child pornography), the licensee or designate will:
- i. follow the serious occurrence policies and procedures;
 - ii. notify the local Children's Aid Society immediately in accordance with "duty to report" obligations under the Child, Youth and Family Services Act, 2017 or subsequent legislation; and
 - iii. notify other authorities (e.g., College of Early Childhood Educators, Consolidated Municipal Service Manager/District Social Services Administration Board, local police service, local public health, etc.), as applicable.

Monitoring Compliance

Staff, Students and Volunteers will be monitored on an on-going basis to ensure they are complying with required policies and procedures:

- Playground Safety Policy
- Anaphylactic Policy
- Sanitary Practices Policy
- Sleep Supervision Policy
- Serious Occurrence Policy
- Medication Policy
- Supervision of Volunteers and Students Policy
- Program Statement Implementation Policy
- Staff Training and Development Policy
- Criminal Reference Check/Vulnerable Sector Check Policy
- Fire Safety/Evacuation Procedures
- Individual Plans

There is a written process in place for monitoring, recording and addressing compliance and contraventions.

Roles & Responsibilities

Program Supervisor

- The Program Supervisor will provide all staff, volunteers and students with a paper copy of all policies, procedures, processes and individual plans before any person interacts with children.
- Program Supervisor is responsible for training staff, volunteers and students about policies, procedures, processes and individual plans they are expected to follow.
- The Program Supervisor is responsible for on-going observations to ensure compliance
- At least twice annually the Program Supervisor will complete the Compliance & Contraventions Checklist with all staff, students and volunteers to monitor, record and address compliance and contraventions.

Staff, Students and Volunteers

- It is the responsibility of all staff, students and volunteers to read, review and ensure compliance of all required policies, procedures, processes and individual plans.
- Staff, Students and Volunteers will receive a paper copy of policies as well as on-going updates and are responsible for signing off on all policies, procedures, processes and individual plans at least annually and whenever there are changes.

Procedure

- The Program Supervisor will ensure all staff, students and volunteers are provided with a copy (paper or digital) of all required policies, procedures and processes as well as individual plans.
- All staff, students and volunteers must review and sign off on all required policies, procedures, processes and individual plans before interacting with children and at least annually thereafter (sooner, if there are changes).
- Twice annually the Program Supervisor will complete the Compliance & Contraventions Checklist for all staff. If contraventions are noted, the Program Supervisor provides re-training and/or follows the procedures outlined in the Progressive Discipline Policy.



ACCESS & EQUITY

Anti-Racism, Anti-Bias & Inclusion Policies

POLICY NUMBER: 01.01

CURRENT DATE APPROVED:

JUNE 27 2023

BOARD APPROVAL SIGNATURE:

LAST DATE APPROVED: MAY 17 2017

ORIGINAL DATE CREATED: MAY 1998

ORIGINAL DATE APPROVED: APR 2009

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APPENDICES

Not applicable to policy.

RELATED POLICIES

- 01.13 Hiring policy
- 01.22 Workplace Anti-Violence, Harassment and Sexual Harassment Policy

BACKGROUND

The St. Lawrence Co-operative Day Care 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.

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 comply with the anti-racism principles outlined below. Guidelines are given for all of the centre's operations.

SCOPE

St. Lawrence Co-operative Day Care recognizes and values the diverse racial and ethno cultural 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, ethno cultural and/or religious minorities. We are committed to eliminating these barriers.

St. Lawrence Co-operative Day Care does not tolerate prejudice, racism, discrimination or harassment of any kind either on a systemic or personal level. St. Lawrence Co-operative Day Care 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.

GLOSSARY

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.

Ethno culture (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.

POLICY & PROCEDURE

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 ethno cultural 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 ethno cultural groups.
- Diverse racial, ethno cultural 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 will promote equality of employment opportunities regardless of race, ethnic origin, place of origin, colour or creed (see Hiring Policy).
- An Anti-violence, Harassment and Sexual Harassment 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 ethno cultural 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.
- Positions are advertised as widely as possible, such as advertising in local, racial and ethnic minority media to increase the number of racial and ethno cultural minority applicants.
- All advertisements state the St. Lawrence Co-operative Day Care is an equal opportunity employer.
- Hiring committees include members who demonstrate understanding of the policy and who represent the racial, ethno cultural 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 ethno cultural, 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 ethno cultural diversity.
- Members and staff from diverse racial, ethno cultural 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 Program Supervisor and or parent representatives are addressed by the Board of Directors.

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? 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, everyone 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.



BACKGROUND

The St. Lawrence Co-operative Day Care adheres to the Human Rights Code of Ontario. Expression of discrimination in any form will not be tolerated. 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 comply with the Anti-Bias principals outlined below.

SCOPE

St. Lawrence Co-operative Day Care 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 Co-operative Day Care acknowledges that it has a responsibility with in its organization and within the community it serves, to strive to prevent actions of discrimination whether intentional or not and to take remedial action when it does occur.

GLOSSARY

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.

Program Supervisor - Responsible for the day to day operation of the Child Care Centre and report to the Board.

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 of community college, volunteer, one working with us to help with a special need from another organization.



Human Resources Practices

1. Where candidates are equally qualified, opportunity will be given to underrepresented gender, racial and ethno-cultural minority candidates.
2. Professional development programs are designed to encourage staff members to qualify and apply for promotions.
3. Procedures are in place to enable candidates or staff members to address perceived discriminatory practices in recruitment, retention, evaluation and/or promotion:
 - a. The Board and centre Supervisor 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 Day Care 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 promotes a consistent effort to provide quality bias free programs and services to the 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?

1. 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.
2. 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.
3. The Board acting on behalf of the Day Care, if the following is occurring. (The Board must get written permission from the person(s) being harassed to make the complaint):
 - i. Someone is allegedly harassing people in more than one situation
 - ii. Individual or groups is feeling discomfort in making the complaint themselves

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:

1. Talking directly to the person whose behavior had been bias or harassing
2. Talking with someone else – a Program supervisor (care must be taken not to breach confidentially or to ensue gossip)
3. Request an informal mediation or request an investigation
4. Write down what happened:
 - a. Make a note of the date, time and place
 - b. Write down how you felt
 - c. 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 (Board member, Program Supervisor) 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 Board or Program Supervisor she/he will thoroughly document the whole process:

- the issues and details of all conversations
- the actions taken by the employee or member or Supervisor
- 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 Board and Program Supervisor meeting with the employee or member.

A request for a meeting

A staff or member may request a meeting with the Board and Program 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 (Board or Program 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.



In the first meeting The Board and Program 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 Program Supervisor or Board. 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.



BACKGROUND

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.

PURPOSE

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.

SCOPE

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.

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.

All children will have the same range of options within our centres.

We will attempt to provide all reasonable modifications so that all children can participate fully within our centres.

POLICY & PROCEDURE

Procedures for Meeting the Needs of All Children

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

1. Communicating Initial Concerns

- a. The childcare staff should bring their questions and/or concerns to the attention of the supervisor. The Program 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 Program Supervisor of the issue/concern during regularly scheduled caseload update meetings or will consult with the Board 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.

2. Creating an Action Plan

- a. 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 “program supervisor” 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.
- e. Review of the action plan will take place regularly, as negotiated by the team. I.e. monthly, bi-weekly.

3. Additional Support

1. 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.
2. The team will continue to have regular meetings that will include the outside agencies or services as appropriate to evaluate the child’s progress.

4. Alternative Child Care Solutions

1. 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.
2. Program Supervisor or Resource Teacher must consult the Board prior to any decisions being made regarding alternatives.

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.

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.



Declaration

The St. Lawrence Co-operative Day Care 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.

Purpose

Individuals are expected to abide by the Code of Conduct; verbal, physical and gestural aggression is NOT permitted on the premises. Likewise, individuals are also expected to maintain the same protocol in all instances of their online activity. Defamatory, intentionally harmful, or any and all actions considered cyberbullying are not acceptable.

Policy

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

Glossary

Friendly Zone - An environment in which individuals respect each others rights and where there is fairness and equality.

Verbal Aggression - Highly inappropriate language and/or methods of communication that make another person(s) feel threatened or out of control of the situation.

Physical Aggression - Any act taken to deliberately inflict physical hurt or injury upon another person(s) or herself/himself.

Gestural Aggression - 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.

Cyberbullying - Is, but is not limited to, the use of computers, smartphones, electronic devices, or means of electronic communication, to harass someone online by embarrassing, hurting, mocking, intimidating, threatening, or being mean.

Procedure

Expressing Concerns

1. **Avenues to address concerns:**
 - a. Directly with the person(s) involved
 - b. Contact the Program Supervisor
 - c. Contact a member of the Board of Directors and/or union representative

2. **How to address concerns:**
 - a. Carefully document concern
 - b. Meet with the Program Supervisor / member of the Board of Directors / union representative to address concern
 - c. Document all meetings

- d. Agree on a course of action to resolve the issue
- e. Follow the agreed upon course of action
- f. Attend follow up meetings as required to review or revise the plan of action
- g. 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 representative member of the Board of Directors.
2. The member of the Board of Directors 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 member of the Board of Directors will convey this information in written form to all members of the Board of Directors 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 of the Day Care.

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 available to the 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 Co-operative Day Care**. 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
- Candy with nuts
- Crushed nuts in sauces
- Savory foods with nut based sauce (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

Part Time Care Policy

School Age 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.

At St. Lawrence Co operative Day Care Inc (SLCD), 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.

SLCD employees and clients are entitled to be treated with dignity and respect and have a 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 SLCD 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 SLCD in its attempts to prevent and eliminate harassment in the workplace. SLCD 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.

Defining Workplace Harassment

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 their 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;
- If witnessing harassment or 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 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, they 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

1. All complaints will be investigated promptly.
2. All those directly involved and any witnesses will be spoken with.
3. Notes/statements will be prepared during each interview, reviewed by the person(s) being interviewed and signed for accuracy.
4. Records or other documents relevant to the incident being investigated (this may include work schedules, complaints and observations notes and may also involve taking pictures of the scene) will be reviewed.
5. Relevant collective agreement or employment contract language or organizational policies/procedures will be reviewed.
6. Depending on the scope of the investigation, employees may need to seek the assistance of the Supervisor or Board of Directors.
7. 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 they have brought forward a concern or have 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.

Commitment Statement

At St. Lawrence Co-operative Day Care Inc. (SLCD), 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.

SLCD 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 SLCD 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 SLCD in its attempts to prevent and eliminate violence in the workplace. SLCD 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.

Defining Workplace Violence

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
 - Could include; current employee and manager, former employee and manager, a prospective employee, and may occur inside or outside the workplace
4. 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 Co-operative Day Care Inc;
- Promote a non-violent workplace;
- Provide employees with information and instructions regarding the workplace policy and program with respect to workplace violence, including appropriate steps to be taken as well as investigation procedures;
- Take every reasonable precaution for the protection of the worker;
- Inform employees of potential situations with a risk of violence;
- 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 they have brought forward a concern or have 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. **Priority is considered for 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 served basis.

Parent Issues and Concerns Policy

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.

Glossary

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

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 as outlined below.

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>

Contacts

- * Infant and Toddler Location: 416 363-5989
- * Preschool Location: 416 363-9506
- * School Age 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
- * 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

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>Program Room-Related</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"> • the classroom staff directly or • the supervisor or licensee. 	<p>1. Address the issue/concern at the time it is raised or arrange for a meeting with the parent/guardian within 5 business days.</p>
<p>General Centre- or Operations-Related</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"> • the supervisor or licensee 	<p>2. Document the issues/concerns in detail.</p>
<p>Staff, Duty parent, Supervisor, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> • the individual directly or • the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Documentation should include:</p> <ul style="list-style-type: none"> • the date and time the issue/concern was received; • the name of the person who received the issue/concern; • the name of the person reporting the issue/concern; • the details of the issue/concern; and • any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>Student/ Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> • the staff responsible for supervising the volunteer or student or • the supervisor and/or licensee. <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>3. Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>4. 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>5. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<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.</p> <p>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.</p> <p>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.</p>		

Parent Contract

The conditions of this agreement protect both the parents and The St. Lawrence Co-operative Day Care Centre Inc. "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.

Canada Wide Early Learning Child Care System (CWELCC) Funding

SLCD applied for and now participates in the Canada Wide Early Learning Child Care system (CWELCC). The CWELCC Agreement will support Ontario families to achieve an average fee of \$10 per day for children under the age of six. The implementation of the CWELCC System is a five-year plan which includes improving affordability, enhancing quality, increasing child care access, supporting inclusion and supporting data reporting.

What Does this mean for SLCD Families?

The Province of Ontario has committed to implementing a system in stages:

- 2022: A fee reduction of up to 25% (to a minimum of \$12 per day) for eligible children retroactive to April 1, 2022
- 2023: A 50% fee reduction for eligible children
- 2025-2026: working towards an average fee of \$10 per day per eligible child by the end of the fiscal year 2025-26

Who is eligible to have a fee reduction?

- Your child must be attending a licensed child care centre in Toronto.
- Your child needs to be under the age of 6 or turning 6 between January 1 and June 30.
- The child care centre must apply to opt-into the CWELCC System by September 1st, 2022 and be approved by Toronto Children's Services to be part of the CWELCC System.

The Ontario child care fee subsidy program will continue to be available for eligible families. As we move forward, we will continue to communicate further details to families via email, based on the Ministry of Education guidelines.

Parent Fee Policy

The following administration policies have been passed by the Board of Directors of St. Lawrence Cooperative Daycare Inc. 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 Co-operative 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 day care space for the child or for other children that are not yet in day care, 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 Co-operative Day care 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 24th (Christmas Eve) the Centre is closed at 2:00 pm and on December 31st (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.

Emergency Closure Policy

St. Lawrence Co-Operative Day Care Inc. (SLDC) strives to ensure continuity of service for children attending the centre. On rare occasions, where the health and safety of children and staff may be at risk, it may be necessary to close SLCD for a full day or close SLCD early in the day. All decisions regarding SLCD closure (i.e., disruption to essential services such as heat, water, electricity, inclement weather, etc.) will be made at the discretion of the Chair of the Board of Directors in consultation with the Program Supervisors. However, SLCD will make the decision to close on days the Toronto District School Board or Toronto Catholic District School Board makes the decision to close.

Communication of Closures

SLCD will communicate a Centre Closure via the following:

- Recorded message on respective Centres' landlines as early as possible.
- Posting of a notice on respective Centres' main entrance or as close to the main entrance as is reasonable and safe. This notice shall inform parents of the need for an emergency closure or evacuation and direct them to where they can pick up their children (if they are present at the centre at the time of emergency evacuation/closure).
- Due to the different geographical locations of each Centre, it may be that one centre is closed while another is open. Due to the requirements of the Ministry of Education with regards to registration and group sizes, we are unable to move children between Centres when this occurs.

Staff

- During the time when SLCD is closed, staff will receive their full salary for their normal hours worked.
- For an unlikely emergency that extends beyond one work day, staff will be expected to use paid time off (PTO) to cover additional days that SLCD may be closed to ensure that they continue to receive their pay. No overtime will be paid during this time period.
- Program Supervisors are expected to work at home if feasible.
- Program Supervisors will make every effort to notify the staff by phone of the closure with as much notice as possible.

Part-Day Closure

In the event of a closure, parents/guardians will be telephoned by a member of staff (whenever possible). Therefore, it is important for parents/guardians to ensure the centre has the most up-to-date contact details.

Staff will endeavour to make every effort to get into work however at times this may not be possible. Children will only be accepted by staff if the correct adult/child ratio can be maintained.

If an emergency event such as inclement weather or a power outage occurs, the Board of Directors may determine that the Centre will close mid-day. In the event the Centre closes mid-day, employees who live the furthest will be accommodated to leave first so that the conditions do not further deteriorate and affect their ability to travel safely.

Program Supervisors who are working at home or at the office on the day of the partial closure will be paid

their normal salary. Casual employees will be paid for their scheduled hours of work. No overtime will be paid.

Staff who had taken the day off will have the day subtracted from their allotted PTO as would have occurred if the Centre did not close.

Individual Employee Circumstances

In the case that SLCD is open and an employee cannot get to work, these guidelines shall be followed:

- Individual staff circumstances may affect a staff's ability to come to work. The key to assessing the situation on a case-by-case basis is the communication between the staff and his or her Program Supervisor.
- SLCD recognizes that in a severe national or regional disaster, all methods of communication may be unavailable, but staff should persist, by any method possible, to reach their Program Supervisor to discuss individual circumstances.
- **In the event that something happens which gives cause for concern - for example bad weather - please do the following:**
 1. **Ring your respective Centre before commencing your journey to ensure staff have arrived and that the centre is open.**

Parent Fees

***Unless otherwise noted, the fees will not be refunded due to the centre's early and emergency closures resulting from circumstances beyond the centre's control.**

Child Care Centre Safe Arrival & Dismissal Policy & Procedures

This policy and the procedures within help support the safe arrival and dismissal of children receiving care. It is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

- St. Lawrence Co-operative Day Care Inc. (SLCD) will ensure that any child receiving care is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization.
- The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Accepting a child into care

1. When accepting a child into care at the time of drop-off, staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the pick up authorization list or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).

- document the change in pick-up procedure in the daily written record.
- sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the staff at pick-up) by 10:30am, the staff in the classroom must:
 - inform the Program Supervisor or designate in order to contact the child's parent/guardian to confirm absence.
 - **For all absences** the Program Supervisor or designate will refer to the child's emergency card for an updated phone number or email.
 - the Program Supervisor or designate will attempt to contact the parent/guardian 2 times (in total) and leave a message before contacting the emergency contacts.
2. Once the child's absence has been confirmed, program staff will document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.
3. Where a child is absent at school dismissal time, the child care staff will confirm with the respective teacher/school office about the child's absence. If necessary or further information is required about the child's absence, once at the child care centre the staff will follow up with a phone call or email to the parent/guardian.
4. Where a child is absent at the bus drop off location, the child care staff will confirm with the bus driver about the child's attendance on the bus. Once back at the child care centre the staff will inform the Program Supervisor or designate. The Program Supervisor or designate will contact the parent/guardian.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up will only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up before 6:00pm, the program staff will contact the parent/guardian by calling and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must call again and leave a message for the parent/guardian. Where the individual picking up the child is an authorized individual and their contact information is available, the staff will proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child, the staff will contact the Program Supervisor or designate.

Where a child has not been picked up and the centre is closed

In the event that a child is not picked up by the parent/authorized person by 6:05 p.m. and the parent has not contacted the centre, the teacher on duty shall observe the following procedures:

1. The teacher will attempt to reach the parent(s)/guardian(s) at all home, work and alternate telephone numbers listed in the child's file.
2. If the parent cannot be reached, the teacher will then attempt to contact the emergency contact person(s) at all phone numbers listed in the child's file. The emergency contact person(s) listed in the child's file is the only person(s) to whom the staff can legally release the child to without explicit instructions from the parent(s)/guardian(s), police or respective CWA.
3. The teacher will then frequently continue to try to reach 1) the parent(s)/guardian(s) and the emergency contact(s).
4. If the teacher has not been able to reach the parent(s)/guardian(s) or emergency contacts(s) by 6:45pm then the teacher will notify the Program Supervisor/Identifiable Authority.
5. When a child has not been picked up by 7:00 p.m. the teacher will call the respective CWA and follow their direction. All information must be documented on an "incident report".

Contact Numbers are as follows:

Children Aid Society (CAS) (416) 924-4646
Catholic Children Aid Society (CCAS) (416) 395-1500
Jewish Family and Child Service (416) 638-7800
Native and Child Family Service (416) 969-8510

All information must be documented on an "incident report". The Program Supervisor/Identifiable Authority will be kept informed of all developing events during this time and be available to return to the centre if necessary.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.