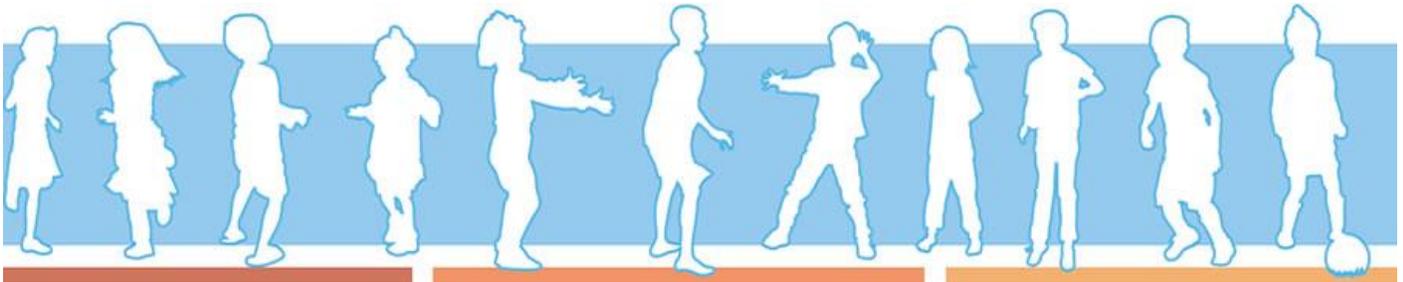


ASCOT AVENUE COMMUNITY DAYCARE



PARENT HANDBOOK

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INTRODUCTION

Welcome to ***Ascot Avenue Community Daycare!*** We look forward to working closely with you and your child/ren to provide the best possible early learning and care experience for your child. Our programs operate out of two sites: Oakwood Collegiate where our Infant, Toddler and Preschool programs are located and Regal Road Public School where our before and after school programs for Kindergarten and School Age children are located.

Ascot Avenue Community Daycare (AACD) is a licensed not for profit organization and is governed by a volunteer Board of Directors. AACD is licensed through the Ministry of Education under the Child Care Early Years Act, 2014 (CCEYA). Many of the policies, procedures, and expectations set out in this manual are required under the CCEYA and established by the organization in order to be compliant.

Moreover, this handbook provides the essential information you will need on a day-to-day basis as a member of our child care community. For more detailed information, our Program Policies and Procedures Manual is available outside the office area at each of the site, and will be provided in hard copy or electronically upon request.

MISSION STATEMENT

Ascot Avenue Community Daycare (may also be referred to as 'Ascot' or 'AACD') is a not-for-profit organization committed to the delivery of child and family-centred, high-quality child-care services. AACD offers early childhood education and care programs that honour and respect the child's right to care that is culturally sensitive, bias-free, nonjudgmental, developmentally appropriate and safe from harm. Our programs also incorporate and celebrate the natural environment. ASCOT recognizes the importance of qualified, experienced, educators. We promote orientation, professional development, networking and ongoing training for employees that will enhance the ASCOT child care programs.

Ascot believes in providing a high-quality Early Childhood program that cultivates authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.

We believe that every child is an active and engaged learner who explores the world with body, mind, and senses and is a capable communicator who expresses himself or herself in many ways. Our program fosters communication and expression in all forms. AACD strives to provide children with different environments and experiences in order to engage them in active, creative, and meaningful exploration, play, and inquiry.

AACD is committed to providing an inclusive environment that is free from discrimination, harassment and violence. We are compliant with all legislation including the Occupational Health and Safety Act, Accessibility for Ontarians with Disabilities Act, 2005, and its associated Regulations (Customer Service Standard and the Integrated Accessibility Standard) and current Human Rights Legislation.

PHILOSOPHY

Ascot Avenue Community Daycare provides a positive, inclusive learning environment for children to support and enhance each child's individual level of development. Through play experiences and guidance by specially trained staff, the children are exposed to situations that will stimulate growth and development: communication and social skills through child-child and adult-child

interactions; fine motor development; esteem and decision-making capabilities; curiosity, initiative and independence.

Children are guided by skilled Registered Early Childhood Educators (R.E.C.E.'s) who establish a flexible program in an inclusive, supportive, and non-discriminatory environment. Children's ideas are the crux of the emergent curriculum that is based on the interests and needs of the children.

Open communication between and among staff, children, families and the school community is crucial to realizing a warm and safe environment in which the children at Ascot Avenue Community Daycare can play, learn and thrive. We provide programs to support our "holistic" approach to child development, including sports, dramatic and creative arts, self-help skills, and science experiences. Children are encouraged, but not forced, to participate in all activities.

We strive to provide a stimulating program that offers services to children, families and the community, within the framework of the Child Care and Early Years Act and ideologies in Ontario's Pedagogy for the Early Years ("How Does Learning Happen". Our emergent curriculum is organized around the following 5 areas of development:

- (i) physical (gross and fine motor);
- (ii) social (awareness, respect, ability to share and cooperate);
- (iii) communication (verbal and non-verbal);
- (iv) self-esteem (self-awareness and positive self-image);
- (v) cognitive (comprehension, problem solving, and skill acquisition).

Staff provide parents with the opportunity to discuss their child's progress through on-going discussions, and parent meetings if necessary or requested. If there are any problems or concerns regarding your child, your child's teachers will discuss it with you so that we are all working together. At Ascot Avenue Community Daycare, our goal is to help foster anti-racist views and avoid gender bias values, attitudes, and practices. Our programs and activities reflect the ethno-cultural diversity of Toronto and promote respect and appreciation of differences.

Our Program Statement: How Does Learning Happen? is the Foundation

Using the common framework articulated in *How Does Learning Happen?* we will support children achieve the following **goals** and we will meet the **expectations** for programs building on the four **foundations** for healthy growth and development which are:

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when he/she is connected to others and contributes to his/her world.	Cultivate respectful relationships and connections to create a sense of belonging among and between children, adults and the world around them.
Well-Being	Every child is developing a sense of self and health and well-being.	Nurture children's healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with her/his senses, bodies and minds.	Provide environments and experiences to engage children in active, creative, and meaningful exploration and learning.
Expression	Every child is a capable communicator who is able to express himself/herself in many ways.	Foster communication and expression in all forms.

We are proud of the fact that our programs and learning environments meet or exceed the requirements of both the Child Care Early Years Act and the Children's Services Early Learning and Care Assessment for Quality Improvement. We provide:

- Child-teacher ratios which comply with or exceed Child Care Early Years Act standards.
- Opportunities for individual exploration and peer interactions as well as child-adult interactions; small and large group connections; indoor and outdoor activities; and active and quiet play.
- Opportunities to participate in activities that are designed to promote and further stimulate the child's skills in the areas of language, gross and fine motor skills, cognitive skills, and social and emotional development.
- Opportunities to experience success while participating in a variety of challenging activities. These activities encourage and guide children toward building upon their foundation of knowledge and acquiring an assortment of desirable fundamental skills.
- Preparation for, and continued support in, the child's participation in the elementary school curriculum.
- Our daily routine provides the structure needed in order to foster a sense of security and comfort within each child's day. We also structure and divide our daycare room to facilitate distinct play areas such as dramatic centre, block play comfy book area, art area, table activity area, etc. The furniture, equipment and play areas themselves are periodically rearranged to suit the needs of the group and to vary the play and discovery.
- Staff members are entitled to open communication, job descriptions, performance review and financial compensation for the value of their work. As knowledgeable, responsive professionals, staff members are given the opportunities for continued education and direct input into making decisions.

Our Overarching Strategies: Ascot Community Daycare will adopt the following 11 strategies to create these conditions:

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

Prohibited Practices: Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach intended to manage unwanted behavior. Research from diverse fields of study show that children who attend programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn than those who do not. Experiencing positive relationships in early childhood also has significant long-term impact on physical and mental health, and success in school and beyond.

Ascot Community Daycare Program Statement sets out approaches that support positive interactions between children, families, staff and the community.

The following prohibited practices are not permitted

- Corporal punishment
- Deliberate use of harsh or degrading measures on a child that would humiliate the child or undermine his or her self-respect
- Depriving a child of basic needs including food, shelter, clothing, bedding
- Locking the exits of a centre or using a locked or lockable room or structure to confine a child when separating them from other children
- Any form of abuse -physical, sexual, emotional and/or neglect

Measures Used to Deal with Contravention of Policies and Practices: Any reports involving breach of the above prohibited practices are taken seriously and will be dealt with by Ascot Community Daycare management. Individuals who violate the prohibited practices and this procedure are subject to disciplinary or corrective action up to and including termination of employment, volunteer or student assignment.

Ascot Community Daycare understands and complies with all established guidelines for reporting to the Ministry of Education, municipal children's services, child protection agencies, and professional colleges.

(See full Program Statement in Appendix 'A')

PARENT HANDBOOK

Inclusion, Access & Equity

AACD meets the needs of children, staff and members in a nurturing, safe environment of inclusion and diversity, and looks for every opportunity to provide a safe and nurturing environment free from bias and discriminatory behaviour for all children, families and staff.

AACD staff and volunteers are expected to demonstrate that they, in partnership with families, are committed to meeting the needs of all children regardless of race, ancestry, colour, ethnic background, citizenship, religious belief, sexual orientation, gender identity, marital status, age, physical or cognitive ability, economic or family status.

At AACD, educators and volunteers are expected to identify, address, and prevent racial and cultural bias, harassment and other discriminatory behaviours through educational programming and incident management. **Ascot** programs are non-discriminatory and culturally sensitive.

AACD has a commitment to provide a program that is inclusive for all educator, parents and children. **Ascot** attempts to practice a philosophy that is free of bias and treats all service users' needs as unique. **Ascot** strives to provide an inclusive environment regardless of the abilities or needs of the service user.

Anti-Bias

Ascot Daycare supports and encourages an anti-bias environment, free from prejudice, stereotyping and bias. We challenge prejudice and bias through our policies and curriculum.

Procedure:

1. AACD takes a flexible and responsive approach to provide opportunities to every child regardless of need, and accepts all children into our programs in a fair and equitable manner.
2. AACD recognizes that each child has a diverse range of strength and needs.
3. AACD seeks to create an environment that accepts and respects differences and embraces diversity.
4. AACD will provide all reasonable modifications so that all children can participate.
5. Program adaptations are reviewed with the child, the child's family and any involved support agencies.
6. All educators must read and sign off on the confidentiality policy.
7. Children/families must give consent prior to sharing information with any outside agency.
8. All consents form will be kept on file. Any access from an outside agency to a child's file will be documented, and families will be notified.
9. AACD values children and families and encourages their participation in all aspects of planning.
10. The withdrawal policy is the same for all families.

Accountability: All educators at **Ascot** understand and agree to support inclusion practices as outlined in the Centre's inclusion policy, and will read and sign off on the policy annually.

Definitions / Acronyms:

Access is the ability to access and benefit from an entity like a daycare. This concept is focused on enabling access for people with disabilities or special needs.

Bias is a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned and includes unreasonably hostile feelings or opinions about a social group.

Discriminatory behaviour may be overt or subtle prejudicial treatment, especially as an indication of bias and can include verbal, physical, exclusionary and avoiding behaviours as well as inaction or passivity when an incident occurs.

Equity is about fairness to all people regardless of their status. Inequities occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in access, treatment and care.

Inclusion is the practice of ensuring that people feel they belong, are engaged, and connected. The aim is to embrace all people, irrespective of race, sexual orientation, gender identity, disability or other attributes which can be perceived as different.

Special needs can vary and may be visible or invisible; they may be apparent at birth, or emerge later in their development, and the cause may or may not be known. Special needs can change over time.

Process to Achieve Equity and Anti-Bias Environment:

Individual Plans: In order to promote an inclusive program for all children and in order that staff can support children while in our care, an individualized support plan will be developed for children with special needs (including medical, behavioural or developmental needs). *Individual Support Plans* will be developed with parents and any regulated health professional or other person who may help to inform the plan and who may have worked with the child prior to or

during their time at the Centre. The plan will be updated regularly when changes occur, or at least annually. These plans are developed to ensure all programs are inclusive and appropriate for the age and developmental levels of all children and to ensure each child is able to participate fully in the program and engage with peers in a meaningful way. Further, the plans will allow the staff who are working with the child to be able to take all necessary steps to support children with special needs to participate to the maximum extent possible in the child care program.

It is the parent's responsibility to advise the Centre if their child has any special needs which may require special medication (such as insulin or puffers), medical treatment (therapy, special directions, and/or handling of medical or assistive devices) or any information (such as behaviour, medical or developmental diagnosis) that may be helpful to ensure that each child is able to participate in the program in a meaningful and purposeful manner. The *Individual Support Plans* for each child will be reviewed by all employees, students and/or volunteers prior to employment and/or providing care and guidance to children in the Centre, whenever the plan is updated, and at least annually thereafter. Employees, students and volunteers will be monitored to confirm implementation, compliance and contraventions of the Individual Support Plans

Child Portfolios: In order to ensure the program is inclusive and appropriate for all children enrolled, each child is provided with an individual portfolio which includes: an up-to-date developmental checklist (for infant, toddler and preschool children), ongoing individual observations used to establish goals and determine interests for each child, a collection of work to represent accomplishment of developmental milestones, etc. In addition, individualized support plans are developed for children with special needs in consultation with the parents, health professionals or any other person working with the child in a capacity who the parent determines should be involved to inform the plan. This plan includes:

- a description of how the child care will support the child to function and participate in a meaningful and purposeful manner while the child is attending the child care;
- a description of any support or aids, or adaptations or other modifications to the physical, social and/or learning environment that are necessary to achieve successful inclusion of the child;
- any instruction relating to the child's use of supports as indicated on the plan, or the child's use of or interaction with the adaptation or modified environment.

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).

Children's "Individual Portfolios" are stored in the classroom and available and accessible to parents for review. Portfolios are labelled with the children's name for easy identification, and in order to protect the privacy and confidentiality of the children enrolled in our care, the review of children's portfolios is restricted to the parents/guardians of the child (to view only their child's portfolio) and employees of AACD. It would be considered a serious offense to breach the privacy and/or confidentiality of any child, family and/or employee of AACD.

Our Services

AGE GROUPS	NUMBER OF SPACES	NUMBER OF GROUPS	Ratio Adults:Child per Age Group
Infants (6 weeks to 18 months) (Oakwood Site)	10	1	4
Toddlers (18 months to 2.5 years) (Oakwood Site)	10	1	3
Preschool (2.5 years to 3.8 years) (Oakwood Site)	16	1	3
Before and After-school Kindergarten (3.9 – 6 years) (Regal Road Site)	104	4	2
School Age (6 – 12 years: Grade 1 to 7) (Regal Road Site)	75	3	2 (groups of 30) 1 (group of 15)

Fee Schedules: Annual fee schedules are posted outside the child care office and on the website at www.ascotdaycare.com.

NOTE TO SCHOOL AGE CHILDREN/FAMILIES: Priority is given to children aged 6-9 years of age in the school age programs. If vacancies are available then children 10 years and over may be accepted up to 12 years of age on a priority basis. This will be assessed annually and availability will be offered to 10-12-year old children, on a contract basis from September to June each school year. Contracts may be extended through the summer and/or into the next school year based on program availability. (See Enrollment and Promotion Procedures for further detail).

AACD cannot accommodate children over the age of 12 years under any circumstances, as per Ministry of Education and CCEYA legislated licensing requirements. Parents of children who are 10-12 years of age and/or turning 13 years will be given up to two (2) months' notice of withdrawal to confirm the termination date.

Days and Hours of Operation: AACD operates Monday to Friday; **7:30 a.m. to 6:00 p.m.** exclusive of statutory holidays and agreed upon days of closure as determined by the Board of Directors. Payment is required for all statutory or other closure days, and regular monthly fees will be charged regardless of closure days. These days include:

- | | |
|------------------------------------|---------------------------------------|
| New Year's Eve (1:00 p.m. closure) | Civic Holiday |
| New Year's Day | Labour Day |
| Family Day | Thanksgiving Day |
| Good Friday | Christmas Eve Day (1:00 p.m. closure) |
| Easter Monday | Christmas Day |
| Victoria Day | Boxing Day |
| Canada Day | |

AACD closes one day between Christmas and New Year's Day in order to accommodate the requirements of the Toronto District School Board (our lease holder). The closure date is confirmed annually, and generally in September or as soon as information is provided by the TDSB.

AACD also closes at 1:00 p.m. on December 24 and December 31 each year. You will receive confirmation and a reminder of the December/January holiday closures on or prior to December 1st each year with any additional days noted.

Regular monthly fees apply regardless of the above closure dates. If there are any additional days that the Centre will be closed these will be communicated and posted with ample notice to parents.

Our Educators

The educators at AACD have been carefully selected to work collaboratively with you to create the best possible early learning and care environment for your child(ren). The majority of the Educators have their Early Childhood Education diploma or degree, and are Registered with the College of Early Childhood Educators (RECE's). All staff who work directly with the children have valid standard first aid and CPR-C (infant, child and adult) certification, and are required to provide a clear Vulnerable Sector Criminal Reference Check prior to beginning work with the children (see Vulnerable Sector Police Reference Check policy for further details).

The entire educator team is experienced in child development and learning, program development and behaviour guidance. Both individually and as a team, our educators participate in ongoing professional development to further enhance and expand their skills, and to stay abreast of the current trends, research and best practices in regards to early childhood education, child development, program planning, etc.

Wait List & Admission Policy and Procedures

Wait list applications can be found on AACD's website. Children are added to the wait list based on the date that the emailed application was received by AACD. Your saved email can serve as a record of submission. No fee required to be added to the AACD wait list.

AACD's wait list is managed by the Office Administrator to ensure the privacy and confidentiality of all children/families.

Process: When a space comes available for a specific age group, the family of eligible children are contacted based on the date the application was received by the Office Administrator. Families may contact the Office Administrator at any time to determine their current placement on the wait list.

Priority Factors: The wait list positions are numbered however the following order of priority is applied for acceptance to the Centre:

- Children of current staff and siblings of children in the program;
- Children enrolled at the Oakwood site will be given priority to the Regal Road programs (kindergarten and school age) if eligible (see eligibility considerations below).
- The month a child's is born – to facilitate the promotion procedures from one age group to another within the two Centres.
- Returning families who were in good standing at the time of withdrawal (NOTE: any family who was given notice to leave the Centre will not be considered for readmission).
- Requested start dates (if a space is not available at the time you requested, then you will remain on the list as per the information you provided on the wait list application form).
- In all cases, priority is always given to full versus part time registrants.

REGAL ROAD SITE ELIGIBILITY: Regal Road Public School's Optional Attendance status is often closed, which means that children who do not reside in the school catchment area are not eligible to attend the school, and therefore, are not eligible to enroll in AACD before and after school programs.

As a result of the exceptions and priorities outlined above, a child's place on the wait list is subject to change without notice. For this reason, it is not always possible to accurately predict when a space will be available.

Once the placement priority is determined the families of eligible children are contacted according to their 'wait list date' and as per the priorities listed above. AACD will contact the parent/guardians using the contact information provided on the wait list application. It is the responsibility of the parent/guardians to notify AACD of any change to contact information. Once contacted, the space will be held for 24-hours in order to allow for a response. If there is no response then the Office Administrator will move to the next person on the list, etc.

Families who confirm interest in the space within the 24-hour period will be granted another 24 hours to schedule a tour of the Centre and confirm their interest by providing the deposit fee to secure the space for the agreed upon start date. An orientation meeting will be conducted at this time or at a date set for an orientation meeting within one weeks' time.

The deposit fee is non-refundable if the child does not start as scheduled, if registration is cancelled prior to the start date, or less than one months' notice of withdrawal following the start date is given. Otherwise, the deposit fee will be held (without interest) until the final day of care, at which time it will be refunded. A deposit fee contract will be completed at the time the deposit fee is accepted by the Centre.

Unless advised differently and in writing, children who are placed on the wait list will not be removed unless the date indicated on the wait list application has expired OR until the September that the child is eligible for kindergarten. In September each year, all kindergarten aged children will be removed from the wait list UNLESS the parent has requested in writing (via email) to leave the child on the list for enrolment in the "Before and After School programs" at Regal Road.

It is required that families notify AACD immediately if care is no longer required in order to be removed from the wait list. This allows AACD to ensure wait lists are current and up to date, which in turn allows us to serve all families more efficiently.

KINDERGARTEN PROGRAM REGISTRATION: Admission is based on the following order of priority:

- Children registered at the Oakwood site on a seniority basis (based on the start date at the Centre and priority factors listed above).
- Kindergarten aged children who are currently on the Centre's wait list (on a first come first serve basis) who are eligible for enrolment at Regal Road Public School.
- For children who have registered for kindergarten at Regal Road Public School, a registration evening will be held (typically in April each year at the school) and any remaining spaces will be filled on a first come first serve basis (i.e. first to arrive to the registration evening will be served first).
- In all cases, priority is always given to full versus part time registrants.

Registration and Enrollment

Registration: A registration package will be provided to all families upon confirmation of enrollment and reviewed at the orientation meeting. All information requested in the package must be **completed in full and submitted** at least one week prior to the child's start date. This includes verification of up-to-date immunization (record) as recommended by the local medical officer of health for children under 3.8 years and who are not enrolled in school. Under the Child Care and Early Years Act (CCEYA), all children who attend a licensed child care centre must be immunized according to *Ontario's Publicly Funded Immunization Schedule* (provided in the

registration package). If your child has not received their immunizations for either medical, religious or philosophical reasons then a notarized exemption form must be completed and kept in the child's file. The exemption form can be provided to you by AACD or you can download it from the Ministry's website.

NOTE: If for any reason a child is not immunized and an outbreak occurs then the child will be excluded from the Centre until clearance is received from Toronto Public Health for readmission.

Emergency Contact and Permission to Release: The CCEYA requires an emergency contact be provided (name, address and phone number of a designate), who can be contacted in emergency (such as accident or illness) and the parent/guardian cannot be reached.

In addition, a list of any individuals (name, contact, relation to child) will need to be provided to confirm who the Centre may release the child for pick up.

Photo identification is required and must be provided to staff on duty by any person (including parents if the individual is unknown to the staff on duty) picking up a child, each time they come. It is recommended that individuals have photo identification with them each time they pick up in the event that there are staff changes in the classroom.

Information in the registration package must be updated regularly (including immunization records for younger children). All information requested is required by the Ministry for licensing purposes and therefore, any changes must be provided immediately and in writing directly to the site Director. This includes any **changes in the contact information, changes to the direction pertaining to the child's diet, rest and/or exercise requirements, changes to medical conditions and/or to individual plans (including individual anaphylactic plans).**

If you are going to be somewhere other than at your regular contact number on any given day, please be sure to leave an updated contact number with the staff where you can be reached in case of an emergency.

Enrollment and Promotion Policy and Procedures

The underlying principle of the enrolment and promotions policy and procedures is to ensure that AACD will operate as a financially viable business. Although every effort will be made to ensure that enrolled children are promoted to the next age group as needed, there is **no guarantee** that there will be a vacancy to facilitate the promotion at the required time. In the event that there is uncertainty with respect to the successful and timely promotion of a child, then parents will be given as much notice as possible (minimum 4 weeks and up to 2 months' notice). In most circumstances' children may be accommodated in a younger age group for a period of time, until a space comes available in the older age group (referred to as 'overage enrolment'), or alternatively, may be promoted to an older age group up to approximately 2 months early (referred to as 'underage enrolment'). Fees will always be charged at the rate for the age group that the child is enrolled regardless of the age of the child.

Children are promoted from one age group to the other based on the following priority:

- Age and developmental readiness of an individual child is the primary determinant considered prior to promoting a child into the proceeding age grouping;
- Children of current and active employees;
- Siblings (of children enrolled in the Centre);
- Seniority (based on date of admission into the Centre);

Enrolment and Attendance Options: The Oakwood site (infant, toddler, and preschool age groups) only accepts children on a full-time basis (5 full days per week), being that the demand for spaces is so high.

The Regal Road site always gives priority to full-time children. If there are vacancies in the program then part time options may be considered when two (2) part-time children combine to fill a full-time space. However, if at any time a part-time space is being utilized and a request for full-time care is received, the full-time request will take precedence. In this case the family who is utilizing the space on a part-time basis will be offered right of first refusal to the full-time space, or will be given four (4) weeks' notice of withdrawal.

If given the opportunity to enroll your child into the part time program, you will be required to sign a contract to confirm agreement to the following terms:

- i.) You will be required to confirm the specific days for your child's attendance. Payment and future invoicing will be based on this selection;
- ii.) If changes are requested to the terms of the most recent arrangements, a \$25.00 service fee will be charged to your account and is payable prior to the requested change.
- iii.) Fees are payable for the days committed to regardless of your child's attendance (i.e., there is no rebate for sick, absent, holiday, or statutory days that fall on your booked days).
- iv.) Any changes requested by AACD will not levy a service charge.
- v.) If AACD is not able to continue to accommodate the part time arrangement for any reason, then you will be given right of first refusal to a full-time space, or four (4) weeks' notice of withdrawal will be given.

In all cases of enrolment (full and part time), attendance is not mandatory however, **there is no rebate or reduction of fees for any absent days, including sick, holiday and/or statutory days and/or early closures.** Fees will be charged for each day that the child is registered to attend.

Getting Started – Transition into Care: On the first day your child attends the Centre, we encourage parents to stay for a short period of time, until your child has settled in. The educators will help the child become interested in the room's activities after which, parents may leave with a simple "good-bye" and a promise to return. A graduated entry is always recommended where the child will stay for a shorter period of time on the first day and gradually work up to the full day as they become more settled in the program. You are always welcome to check in during the day to see how your child is adjusting.

If your child is joining us as an infant, the educators in the infant room will meet with you and your baby to develop a plan for a graduated entry to child care. (See Infant Policies and Procedures for further details)

Voluntary Withdrawal Policies

AACD is a non-profit childcare centre, and as such, the annual budget will determine program fees (daily rates) and is based on projected enrollment and actual expenses. To reduce the financial and practical difficulties associated with unpredictable changes in program enrollment, and to help ensure that all families can be accommodated, the agency has instituted and strictly enforces the following withdrawal policies:

- a) A family may voluntarily withdraw from the Centre by providing one-months' written notice to the site Director.

- b) A family who voluntarily withdraws from the Centre and later wishes to return, will be given priority readmission if a space is available – there is NO guarantee that a space may come available, and under no circumstances will spaces be held or reserved for readmission.

Summer Withdrawal: If you chose to withdraw your child in July and/or August, please be advised that spaces cannot be reserved and there will be no guarantee that there will be a vacancy to re-enrol in the fall or at any later date. Priority admission will be offered as per the registration procedures outlined above.

Mandatory Withdrawal (At Request of the Agency / Denial of Admission):

Situations may arise from time to time where AACD must request the withdrawal of a child/family from care. The staff at **AACD** are committed to working with children and families to make every effort to resolve issues and/or concerns beforehand. However, if resolution is not achieved or a child/family's needs exceed that abilities of AACD to meet those needs, then families would be provided (when possible) up to four weeks notice of withdrawal. AACD is not required to provide any notice period and require immediate withdrawal of a child if continued service to a child/family would or could result in health or safety concerns to the child, the family, other children or families, employees, students, volunteers and/or Board of Directors.

In circumstances whereby a child may need additional supports with regards to behaviour or other concerns, or where communication with parents is breaking down, the educators and/or management staff will discuss the behaviour/concerns with the parents and child (where appropriate). Additional supports from an outside agency, such as Toronto Children's Services, outside agency resource consultants, etc., may also be sought out in order to support resolution of the situation. The site Director(s) may also be involved in meetings. The ideal and anticipated outcome is that behaviour and/or communication improves and the concerns addressed. However, AACD may be required to provide notice of termination of child care services if:

1. The child no longer derives any benefit from the care at AACD.
2. Communication between parents and the Centre is not conducive to the optimal development of the child, or is detrimental to the well-being of their child, other children and/or the staff at AACD.
3. The child is putting themselves, other children, employees of AACD, agency support staff, or themselves at risk.
4. Failure for children and or families (parents) to comply with the Centre's policies and procedures, particularly but not exclusively to policies pertaining to acceptable behaviour/conduct, anti-harassment, anti-racism, inclusion, confidentiality and conflict of interest policies and procedures
5. Failure to provide prompt payment for service and/or the account is in arrears.

The Board of Directors has the authority to suspend a child temporarily or request withdrawal of a child if the child or parent's conduct seriously interferes in any way with the effective running of the agency, or the health and safety of the staff, children and/or AACD child care community.

In cases where services are terminated, AACD will:

1. Document all meetings with the parents and the use of any support services with regard to the child;
2. Notify the Children's Services Consultant (if the family receives fee subsidy) of termination notification;
3. Notify the Board of Directors;
4. Refer the parents and child to other support services and/or care options when possible;
5. Meet with the family for an exit interview (when reasonable and possible to do so).

Whenever possible, the child and family will be given four weeks' notice in writing of the date for withdrawal from the Centre. The notice period (or circumstances of no notice) is at the discretion of the Board of Directors and determined based on the severity of the situation.

Arrival and Departure

In accordance with the **CCEYA** supervision requirements, children cannot be left alone or unsupervised by an adult for any period of time and so must be taken directly to their respective classrooms at drop off. Parents/guardians dropping children should communicate with the educators receiving the child to confirm their arrival. AACD is not responsible for children until they are received by an adult directly to an AACD employee.

If your child will not be attending on a given day (i.e., due to illness or vacation), or is going to be dropped off later than usual or after 10:00 a.m., please call the Centre prior to 10:00 a.m. to inform the staff at **Regal Road site: 416.653.7760 OR Oakwood site: 416.651.2275**

Please notify your child's teacher's if your child is to be picked up by someone other than the parent, guardian or the emergency contact person identified on the registration forms. **Children will NOT be released to an unauthorized person under any circumstances.** Parent consent can only be given in writing, by email or in person – by the parent with authority to do so. Photo identification will be required at the time of pick up in all circumstances. Children will not be released to anyone under the age of 16 years unless in extenuating circumstances, and prior arrangements were made in writing with the site Director, or is the parent of the child. Children will not be released or permitted to leave the Centre or programs unattended or unsupervised.

AACD closes promptly at 6 pm, each day. Late pickups are strongly discouraged can be very distressing for your child if you are late. It is important to arrive in sufficient time to allow time to communicate with the teachers, collect and dress your child and exit the premises by 6:00 p.m. Late fees are charged and will be applied for late pick up's (see Fee Payment Policies below).

Payment of Fees

The Board of Directors approves the annual budget for the Centre and sets the fees at a level that will enable the Centre to meet all approved expenses. The Centre does not generate a profit, and as a non-profit organization, we depend on prompt payment of fees in order to maintain high quality services and the financial viability of the organization.

Annual fee schedules are posted on the parent information bulletin board at each site as well as on the website at www.ascotdaycare.com.

Payment Options: Invoices are distributed 5-7 days prior to the end of the month for the following month. **Fees are due on or before the first business day of each month for the entire month.** Families are required to complete a "Pre-authorized debit" (PAD) agreement upon enrolment and monthly payments will be processed directly through pre-authorized payments.

CASH payments will not be accepted.

Payable Days: All business days are payable days (including statutory holidays but excluding Saturday's and Sunday's). The Centre closes for 2 days each year, one of which is the last day of summer holidays (the Friday before Labour Day) and one day between Christmas and New Year's (date to be confirmed by the end of September each calendar year). These two days are not payable days and have been factored into the calculation to determine the monthly rates as posted.

Regular monthly fees are charged regardless of Centre closure or absent days. Parents will be notified with ample time if there are any additional days that the Centre will be closed due to unforeseen circumstances, which may happen from time to time.

Fees are charged for each day a child is registered in a program, including:

1. Sick, absent, and holiday days.
2. Extended holidays/absences (i.e., if a child does not attend for the summer)
3. Early closure days (December 24 and 31) are payable days for the full day.
4. Suspension days (if a child is suspended from school, school premises, and/or child care for any reason).

Income Tax Receipts: Year-end receipts are provided by the end of February of each year for income tax purposes, and will include a record of the previous year's child care fees (excluding late fees or NSF charges, or any non-child care related payments) paid to the Centre. One receipt is provided per family, unless otherwise requested in writing.

Late Fee Payment Charges: Late fees will be applied to the account for payments made or received after the first business day of the month as follows:

- Payments made after the 1st business day of the month will be charged \$5.00 per day for each day after the first of the month until the day the payment is received.
- Late fees must be added to the monthly payment at the time of the late payment.
- Late fees will continue to accrue until the account is paid off in full (if late fees were not included in the payment).
- If payment is not received by the fifth business day, then child care services may be suspended until full payment is made.
- If three payments have been late in a twelve-month period, child care services may be suspended and/or permanently terminated.

Returned Cheques/Payments: NSF or returned PAD payments are considered to be non-payment until the full fees and additional charges for the month are received. An administration charge of \$40 will be charged for each NSF cheque in addition to late fee charges.

You should immediately notify the site Director if your payment was returned. If not, then you will receive a notice from the Centre to advise you of the returned payment, and re-payment will be required within 24 hours of the date on the notification by method PAD, certified cheque or money order. A personal cheque will not be accepted to recover costs of an NSF payment. The \$40.00 administration fee should be added to the fee amount.

If payment is not received within 24 hours of notification, then late fees will also be applied – see late fee policy above.

Delinquent Payments; Accounts that are frequently delinquent (or have 2 or more returned monthly payments in a 6-month period), may result in the termination of enrollment (without notice) and loss of a child's space. The Centre cannot guarantee or hold a child's space in this circumstance.

Responsibility of Fee Payment for Families Receiving Fee Subsidies: The parent portion of the family's assessed fee is determined by Toronto Children's Services and is subject to the same fee payment policies as outlined above. Subsidy agreements are between the family and Toronto Children Services. If for any reason subsidy is not paid for services, then parents are responsible to pay the full fee for each and every day not covered through your agreement with Toronto Children's Services. This includes payment for the full notice of withdrawal period (i.e., subsidy

will not pay for any time the child is not in attendance following the last day they were physically present prior to withdrawal - including sick days). For that reason, deposit refunds for children who receive subsidy are provided on the last day of the one-month notice period - and will be adjusted if the child is not physically present on the final day.

Late Pick Up Procedures & Fees

A late penalty will be charged to all parents who do not pick up their child by 6:00 p.m. Late fees will be invoiced and are to be paid to the Centre within 24 hours of the date of the invoice. Payment may be made via PAD as long as written direction to do so is provided (email is sufficient). Failure to pay late fees will result in the same penalties as non-payment of child care fees.

The Late Pick-Up Fees will be assessed as follows:

1. \$20.00 will be charged for arrival at any point within the first 10 minutes past 6:00 p.m. (per family).
2. An additional \$1.00 per minute will be charged for every minute thereafter (per family). Opening, closing and late arrival times will be determined by the Centre clock.
3. Late fees will accumulate until the time the child is picked up and no longer in the care of AACD.

Parents must contact the Centre if they are going to be late (before 6 pm). If children are not picked up by 6 p.m. and parents have not called, then the staff will attempt to call the parents and/or emergency contacts. If children have not been picked up by 6:45 p.m. and the staff has been unable to contact either parent or an emergency contact, then staff are obligated to contact the Children's Aid Society. Late penalties will continue to accumulate until the parent, emergency contact or the Children's Aid Society picks the child up and removes them from the care of AACD. To avoid such incident, please ensure yours and emergency contact information is up to date at all times.

Should a child/ren be picked up late three times in a three-month period, or if there are ongoing concerns with late pick up over any period of time, the matter will be referred to the Board of Directors and may result in the termination of child care services.

Deposit Policy: A deposit fee is required to secure a child care space at Ascot Avenue Community Daycare based on the agreed upon terms (age group, start date, etc.). The deposit fee is a security, and if your child does not start as per the terms/date agreed to, then the deposit fee will not be refunded. Once your child has enrolled, the deposit fee will continue to be held (without interest) for security to provide one months' notice of withdrawal, and will be refunded on the child's last day of child care pending the account is paid off in full on or by that date. Fee payment is required for the entire one-month notice period, without exception. For families receiving fee subsidies the deposit fee will be refunded once payment up to and including the child's final day in care has been confirmed. This is to ensure continued subsidy eligibility and fee subsidy payment to the Centre for the child. The deposit **will not be refunded or credited** in the event that a child does not initially enroll/attend and/or four weeks' notice is not given and paid for.

Health and Wellness

At AACD we are committed to collaborating with families and children to create and maintain healthy environments in which everyone is able to grow and flourish. The foundation for an effective health policy is proper hygiene and regular hand washing, both at home and at school. Our policy is guided by Toronto Public Health Guidelines.

To minimize the spread of communicable diseases as well as more innocuous illnesses such as colds and flu, it is important that all parents are aware of, and respect, the necessity of health policy guidelines.

The agency reserves the right to request a medical certificate at any time. Care may be denied if medical certification is requested and not provided.

Our goal at AACD is to prioritize infection prevention and in order to be proactive to protect the health, safety and wellness of all children, employees and child care community, the following expectations will be strictly enforced:

- All children attending the Centre must be well and healthy.
- Children will not be admitted into the Centre if they are ill, have symptoms of ill health, and/or unable to participate in a meaningful way in the daily program, including outdoor play periods and any other planned program periods.
- The Centre will abide by all requirements set out by the City of Toronto Public Health Department (See “Guidelines for Common Communicable Diseases” and “Communicable Diseases – Health Protections and Promotion Policy” which includes exclusion requirements, posted on the policy board and posted in each classroom).

Kindergarten and school age children are not able to remain at the child care if they are unable to attend regular classes at school or become ill while they are at school. In those situations, it is the school’s responsibility to contact the parents and make arrangements for pick up from school. AACD does not consent and should not be listed as an emergency contact for the children at their school.

School aged children who are suspended from school, are not able to attend the Centre during regular school hours. Parents are required to make alternate care arrangements during the regular school hours. We will only be able to provide care during regular program hours (i.e., before and after school).

In the event that a child becomes ill while attending the child care, or for any reason is unable to participate in the program, the parents will be contacted immediately to pick up the child. If we are unable to reach either parent, then the emergency contacts will be called. Once a parent or emergency contact is advised of the situation, then it is that individual’s responsibility to attend to the matter of picking up the child **within 1 ½ hours maximum**, and cannot refuse. In the case of refusal then the Children’s Aid Society will be contacted. Be sure to select emergency contacts that you have advised and are able to comply with the pick-up policies in the event they are contacted.

Any time that a parent is called to pick up their child from the child care, the parent/pick up person will be required to sign a report at the time of pickup which describes the details of the incident, steps taken by the staff to deal with the incident, and any follow-up steps resulting from the incident. This procedure is implemented in regards to incidents of illness, accident or serious occurrence. “Serious Occurrence” incidents must also be reported to the *Ministry of Education*. A copy of all reports (medical or accident and incidents) will be provided to the parent/pick up person at the time of pick up.

Upon registration, parental consents are required to allow the staff at AACD to seek emergency medical treatment for the children, if necessary. In such cases, parents would be notified immediately if emergency medical treatment was required. If a situation requires the child to be taken to the hospital, then emergency services (9-1-1) will be called. If a child needs to be taken to the hospital, then the parents will be notified which hospital the child will be taken to and a staff member will accompany the child to the hospital and remain with the child until the parents / legal

guardians arrive, and until receiving approval from the medical staff to leave. Children will be transported in emergency vehicles ONLY - under no circumstances can employees of AACD remove children from the Centre. The parents must call the Centre the following day to provide an update as to the status of the child's health so that accurate information can be relayed to the designated authorities if a report is required.

The Centre is committed to abiding by all policies set out by Toronto Public Health Department, as per the "*Guidelines for Common Communicable Diseases*" the "*Communicable Diseases Reporting*" policy. In order to provide a safe and healthy environment, children cannot be admitted and must be kept home until 24 hours symptom free of the following:

- Fever (over 100 degrees F or 37.8 degrees Celsius);
- Diarrhea or two or more consecutive loose bowel movements;
- Vomiting;
- Pink Eye or unnatural discharge from the eyes, ears or nose (other than from a cold) and cannot return until discharge is cleared, and 24 hours after being medicated;
- Strep Throat (24 hours following treatment);
- Head Lice (a child cannot be admitted until they have been treated and are free of lice and nits);
- Unexplained/unusual rash (must provide a note from a physician stating the child's rash is not contagious prior to readmission to the Centre);
- Child develops croup-like or persistently heavy cough or chest congestion that is causing the child discomfort.
- Child indicates that they are feeling very unwell and demonstrates that they are unable to participate in the program.
- Other symptoms or situations, which the site Director feels reasonably and appropriately significant.
- Chicken pox (it is the Centre's policy that children can only be readmitted to the Centre once marks are scabbed over and there are 24 hours following new marks occurring);

Please advise the Centre when a child is ill and unable to attend. **A doctor's note is required following an illness of 5 or more consecutive days (including weekends), stating that the child is not contagious/infectious and can return to care.**

The CCEYA and Public Health regulations requires immediate notification to the site Director should your child develop a reportable communicable illness (i.e., Chicken pox, Measles, etc.). Concerns or incidences involving potential infectious or communicable diseases or illnesses (including suspected incidences) must be checked immediately by a doctor. Please be sure to advise the Centre's staff if your child is diagnosed with an infectious or communicable disease or infection. Children may return to the Centre only after providing a doctor's note from a qualified physician stating that the child is no longer infectious and is able to participate fully in the program.

There may be 'other' circumstances where the decision regarding a child's exclusion from the program will remain at the discretion of the site Director, who will make a decision based upon the safety and well-being of not only your child, but of the other children and staff at the Centre as well.

*** Please do not send your child into daycare if they have been given medication in the morning unless this has been discussed with your child's educator. Many medications given to children mask symptoms of ill health and we are unaware of any illness until this medication wears off. Your child may be contagious. Please help us stop the spread of communicable disease by keeping your child home.

Other Communicable Disease / Illness: It is the intent of AACD to ensure a safe environment for all children and staff members, while at the same time protecting and respecting the dignity, privacy and rights of a child or staff member who has or may contract a life-threatening communicable disease. Life-threatening communicable diseases may include, but are not limited to, AIDS, hepatitis and meningitis. We will make every effort to accommodate the needs of a child and/or staff member within reasonable limits, and in accordance with applicable laws and legislation.

Medication Administration

If a child is able to participate in the program, but requires medication(s), our trained RECEs are able to administer medication using the following criteria:

1. Prescribed medication is in the original container bearing the child's name, the original prescription date, name of prescribing physician, and complete instructions and dosage requirements for administration (i.e., has a prescription label).
2. In addition to (1) above, a medication form must be completed, signed and dated by the parent indicating time medication should be administered and exact dosage. This form will be signed by the RECE each time medication is administered.
3. Long term medication directions/forms must be reviewed and updated every six months.
4. The agency reserves the right to review and/or limit the number of medications administered by RECEs.
5. Non-prescription medication will not be administered unless accompanied by a doctor's note specifying medication, dosage and frequency – the same information that would be included in a prescription label.
6. Parents may come into the Centre if they wish to administer medication themselves. The RECE must be notified to make record of the medication being administered, the time and dosage which must be signed by the parent.

All medication will be stored in locked containers in the classroom or the closest refrigerator depending on the storage directions provided on the container or prescription label.

Medication containers will be checked against the medication form before the drug is administered. The educator will note the date, time and amount of medication given on the form. Expired medication will not be administered under any circumstances.

Medication dated more than 3 weeks prior to the date provided will not be administered, unless accompanied by a doctor's note that specifically refers to the prescription number on the label of the medication's original container along with the treatment prescribed (dosage and times to administer) and the symptoms to be treated (for example, if it is for a child's skin rash).

An *Individual Plan* must be completed for medications required for the treatment of chronic health problems (i.e., asthma or anaphylactic allergies). Individual plans, prescriptions and doctors' notes on file that address chronic health problems (i.e., puffers and/or epinephrine auto injectors) must be renewed anytime medication is renewed or replaced or at least annually. It is the parent's responsibility to ensure that any medications that are kept on premises are dated appropriately. Outdated or expired medications will not be administered under any circumstances.

Parents/guardians are required to complete a medication administration consent form, with an original signature prior to the staff administering any medication. All medication will be administered by a qualified R-ECE staff. One staff is designated in each program room to administer medication. All medication is stored in a locked container (either in the fridge or a designated area inaccessible to the children). The Director will make arrangements with a child's parents during training, to ensure that emergency medication (i.e., epinephrine auto injectors, inhalers, etc.) is safely accessible to those children who require it (i.e., pouches carried by staff/child, storage in classroom emergency bags, etc.).

Exempt from the administration policy above is over the counter and non-prescribed diapering cream (including those containing zinc oxide such as Zincofax), sunscreen (containing medicinal and/or active ingredients) and petroleum jelly. These may be also administered to the children in care, as long as the cream, sunscreen or petroleum jelly is provided in the original container, and the applicable consent form is completed, signed and dated by the parent/guardian. The consent form must specify the name of the cream, the amount and location to apply, and times for administration. The cream must be provided in the original manufacturer's container, labeled with the child's name, and will only be applied as per directions on the container (which must also be consistent with the parents/legal guardian's written direction on the medication form). These creams and lotions cannot be mixed with any other product (with or without "active" or "medicinal" ingredients), and will only be administered externally.

Non-prescribed creams will NOT be administered to treat a medical condition (unless accompanied by a doctor's note to confirm the non-prescribed cream is the corrective measure for the specific condition). The Centre staff/management may use their discretion to request a doctor's note at any time, if deemed necessary. All containers must be stored out of the children's reach and clearly labeled with the child's name. PLEASE ENSURE ALL PRODUCTS PROVIDED ARE 'NUT AND PEANUT FREE'!!!

Nutrition

Children are provided with healthy and nutritious hot lunches, as well as morning and afternoon snacks with beverages. Infants, toddlers and preschool children receive a lunch and two snacks daily. Kindergarten and school age children receive two snacks daily and must provide their own bagged lunch.

Mealtime is made as pleasant an experience as possible for the children. Discussion about the child's day or the food being offered is encouraged. Meal times support a 'family style' setting where staff will sit with the children and provide opportunities for children to:

- develop a positive attitude toward a variety of foods;
- serve themselves to enhance self-help skills;
- develop and enhance socialization skills, self-regulation, and language skills.

Four-week seasonal menu cycles are provided by the catering company and are planned by a registered dietician to meet the guidelines set out in the Child Care Early Years Act, as well as the recommendations set out in the Health Canada documents "Eating Well with Canada's Food Guide", and "Canada's Food Guide to Healthy Eating Guidelines". The selections offered provide variety as well as reflect the cultural diversity and preferences of the families and children enrolled in the Centre. Meals and snacks are nutritional, and each meal includes at least four food groups and snacks include at least 2 (typically 3) food groups. Educators encourage the children to try each food item being served. Second helpings are available if desired. Menus and/or changes are posted on the menu boards outside the kitchen areas at both Oakwood and Regal Rd sites.

A beverage (water or milk) is provided with all meals and snacks. Water is available throughout the day.

All information regarding food restrictions and/or allergies for your child must be provided on the registration form and updated as needed. Information regarding allergies and food restrictions will be posted in each program room, food serving areas, the kitchen and any area the children may be present during the day (allergy lists will be kept on the attendance clipboards that are carried with the group at all times so lists are available to staff where ever the children may while in care). Parents are responsible to notify the Centre of any new or changes to allergies or restrictions in writing.

If children are developmentally able to eat catered food and have restrictions/allergies then the caterers will provide substitutes for those children for any food allergies/restrictions.

Infants who are not yet consuming solids and not yet able to eat catered food, will be fed according to written the direction provided by the parents, which identifies the amount and type of food to be served. Parents are required to provide formula and/or breast milk, and pablum if applicable. In addition, parents are responsible to provide bottles, and a proposed daily feeding schedule (forms attached) each day. Individual accommodations will be developed with the parents to meet each child's needs during their transition to catered food. The daily charts will provide a record of meal times each day.

Please be aware that AACD sites are Peanut/Nut Safe.

We make every effort to ensure our Centres are **peanut/nut free**.

At Oakwood, no food items from outside the daycare are permitted (with the exception of infants and only in certain circumstances – see Infant Registration Package for details).

At Regal Rd. morning and afternoon snacks are provided by the Centre. Bagged lunches (for full day programs) must be provided by parents each day. Food items must be peanut/nut free and should not include food items or products with “may contain” warnings. If these food items are sent, they will not be permitted or served.

Guidelines for bagged lunches: Bagged lunches must meet the "Canada's Food Guide to Healthy Eating Guidelines". Requirements, including food items from 4 different food groups.

- Parents are required to pack bagged lunches with ice packs and labelled with the child's name.
- All foods listed on the allergy list are prohibited in the child care centres.
- Peanuts and/or nut products should not be provided in bagged lunches. This includes nuts, sesame seeds, and many brands of granola bars, cookies, etc.). Be sure to read labels of these times before packing in lunch bags.
- Staff will monitor the contents of bagged lunches and discuss with parents when there are concerns regarding the nutritional inadequacy of the meals or snack.
- When a child forgets to bring a bagged lunch, the parent will be notified and a lunch may be offered (if available) from the daycare kitchen and charged to the customer account.

Clothing and Possessions and Personal Care

Please dress your child in casual, comfortable clothing that allows them to explore and play without fear of getting dirty. Clothing should be appropriate for the weather and the season.

Accidents happen, so please provide an extra set of clothes that can be kept at the Centre. All clothing should be labeled including indoor/outdoor clothing and accessories and footwear.

All children are required at least one full set of seasonal and appropriate clothing on hand at all times. Younger children (under 4 years of age) should have at least 2 full sets of clothing available. Each set should include socks, underwear, shirt, and pants/shorts and shoes. All clothing items brought to the Centre should be labeled with the child's name.

The children participate in outdoor play for at least two hours per day (unless weather is inclement) for programs that operate 6 or more hours per day and 30 minutes of outdoor time for programs that operate less than 6 hours per day (i.e., before & afterschool program). The cut off for infant/toddler is -10 degrees Celsius and for preschool and school age - 15 degrees Celsius. In summer outdoor time may be limited or modified as per Environment Canada warnings to limit outdoor exposure in extreme heat or air quality concerns. Indoor gross motor activities will be offered to compensate for lost outdoor time due to inclement weather. Parents are responsible to ensure that the required and weather appropriate clothing is available for children on a daily basis. This includes sunscreen on hand at all times (please be sure lotions provided are nut free).

(See *Smog Alert, Extreme Heat and Extreme Cold Policy* for further details)

Summer: sun hat, sunscreen (mandatory for all children—must be peanut/nut free), closed toe and closed heel rubber sole sandals (socks and running shoes are most hygienic and preferred). Sunglasses are optional; however, the Centre will not be responsible for lost or broken items.

Spring/Fall: light jacket, sun hat or cap, light mitts, ear muffs if necessary, rubber boots, splash pants.

Winter: winter boots, winter coat, snow pants, waterproof mittens (knit mitts are not recommended), neck warmer (rather than scarves), and a warm hat.

Safe and Appropriate Footwear: Must be available for the children to wear indoors on a daily basis. Closed toe and closed heel, rubber soled running shoes with socks are preferred for indoor use but required for outdoor play. Closed toe, closed heel, rubber sole shoes are the safest and most appropriate for the children participating in the activities available on a daily basis.

Flip flop or slide on style footwear is unsafe for children and are not permitted.

Outdoor Safety: Staff are responsible to ensure that drawstrings and cords on clothing are not exposed prior to outdoor play. Under no circumstance will a child be permitted on any climbing apparatus, wheeled toy, bike or other gross motor equipment while wearing clothing with string, drawstrings, ties, etc. or with anything loose or hanging, or inappropriate foot wear (anything other than closed toe, closed heel, rubber sole footwear). We ask that children are not sent to child care with clothing that has any loose materials, or wear jewelry particularly necklaces and bracelets that could become choking or catch hazards.

No Liability: While we make every effort to support the children to take care of their belongs, the Centre is not responsible for any loss or damage to personal effects brought to or left at the Centre. Labeling your child's clothes with their name helps when items are lost.

Diapering Policy: Parents are responsible to provide diapers, pull ups, wipes and skin care products (i.e., diaper rash cream) for their own child. Please be sure to put your child's name on the diaper bag. Medicated creams can only be administered if procedures for administration of medication have been fulfilled.

Parents may change their child while at the Centre, but must do so in designated changing areas and must follow the posted diapering and hand washing procedures, at each changing area.

Toileting and Toilet Training: The staff at AACD is committed to working in partnership with the children and families to ensure that the toilet training process is a successful and positive experience for everyone. Children who demonstrate interest and/or willingness to begin the process of toilet training will be encouraged to participate in regular toileting routines throughout the day. Staff will not force children to participate, but will reinforce and encourage the children through each step in the process. It is imperative that the parents and children are communicating and sharing the trials and tribulations on a regular and daily basis, in order to ensure there is consistency between the home and child care. Parents should bring in several sets of extra clothing on a daily basis throughout the process.

Naps, Rest Periods, and Sleep Policies

All of the children under the age of 44 months (3.8 years) will have a scheduled nap / quiet time after lunch, for a maximum of two hours per day. Provisions for quiet activities are made for those children who are not sleeping and become restless. All children will be assigned to individual cots or cribs (for infants) that are labeled with their name on it. A fitted sheet for each cot/crib will be provided by the Centre and the family will be asked to provide a light (breathable) crib size blanket/sheet for cover. Sheets are laundered at the Centre weekly (or as needed if soiled), and blankets are sent home each week to be laundered and returned the following business day. A mat will be provided for kindergarten and school age children who wish to rest during full day programming, which will be sanitized after each use.

For every child who regularly sleeps at the Centre parents will provide direction in respect to their child's sleeping arrangements/preferences and then at any other appropriate time, such as transitions between programs or rooms or upon parent's requests. Sleep preferences will be documented on the registration forms upon enrolment and then changes can be provided to staff and will be kept in each child's individual portfolio, which will be reviewed by each staff, student or volunteer who will be working with the child. Infant sleep preferences will be posted on their crib also labeled with their name.

Written policies are in place to ensure staff are regularly monitored to ensure implementation, compliance and contravention procedures with regard to the Centre's sleep policies. Staff are required to review and are knowledgeable about each child's sleep preference. Staff support each child in establishing a rest routine, are responsible for regularly monitoring the sleep of children in their care, and communicating regularly with parents about any significant changes to their child's routine.

For every child who regularly sleeps at the Centre (infant, toddler, and preschool groups):

- Direct physical checks are performed for each sleeping child minimally every 30 minutes (15 minutes for infants), or more often if deemed necessary (i.e. a child is or has been ill or for any other reason a child may require closer supervision), which requires that staff are physically present beside the child while the child is sleeping to look for indicators of distress or unusual behaviours (such as change in skin colour or breathing, signs of overheating etc.), and then respond accordingly if any changes occur.

Age Group	Frequency of Direct Visual Checks*
Infant	According to each infant's needs as identified by their parent, or at least every 15 minutes.
Toddler, Preschool and/or Kindergarten (where applicable)	Every 30 minutes

- Each room will post a weekly record to document and record each visual check that was completed for each sleeping child, and the weekly record will be stored in a binder in the office and kept on file for 3 years.
- The staff will ensure that there is sufficient lighting in the sleep area in order to perform direct visual checks (at minimum to monitor breathing, body temperature and skin colour) of each sleeping child.
- Parents are consulted regarding their child's sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's request (and will be communicated and then documented in the child's portfolio).
- Observance of any significant changes in a child's sleeping patterns or behaviours during sleep time will be communicated to parents, both verbally and in writing on the sleep monitoring sheets and also on the daily sheets for infants and toddlers. In addition to verbal communication any changes in sleep patterns or direction will be noted in the child's individual portfolios for older children (preschool, Jr. and Sr. School age) and will result in adjustments to the manner in which the child is supervised during sleep time.
- The ratio of adults to toddlers is 1:5 with a maximum group size of 10. During naptime and the first 90 minutes and last 60 minutes of the day except during outdoor play, the toddler ratio can be increased to 1:8 children.
- The ratio of adults to preschool children is 1:8 with a maximum group size of 16. During naptime and the first 90 minutes and last 60 minutes of the day except during outdoor play time, the preschool ratio can be increased to 1:12.
- The required number of staff during sleep time must be on site, available and accessible to each classroom operating at a reduced ratio.
- Reduced ratios in the infant room are never permitted. The ratios in the infant room are 1 adult per 3 children with a maximum group size of 10 children with 3 staff.

During full day programs, the school age children will participate in quiet activities after the lunch period, and provisions for rest are available upon request.

Infant children will nap according to parental directions indicated on their registration and/or daily reports. Please note the CCEYA requires that the Centre ensure that a child who is younger than 12 months is placed for sleep in a manner consistent with the recommendations set out in the document entitled "*Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada*", published by the Public Health Agency of Canada, as amended from time to time, unless the child's physician recommends otherwise in writing. The *Joint Statement of Safe Sleep* document is posted on the infant room's bulletin board, as well as inside the sleep room. Copies will be available to parents upon request.

As per the CCEYA and recommendations set out in the "Joint Statement on Safe Sleep", the following infant sleep room practices are implemented at AACD:

- Infant children under 12 months will only be placed on their backs to sleep, and will not be permitted any soft bedding (such as pillows, stuffed animals, duvets, quilts, comforters, or bumper pads), unless the child's physician recommends otherwise in writing. Once infants

are able to roll from their backs to their stomachs or sides, it is not necessary to reposition them onto their backs

- A thin, lightweight and breathable fabric sheet may be provided; however, it is recommended that infants are placed to sleep in a fitted one-piece sleepwear (sleep blanket) that is comfortable.
- There is a Visual Transition Board posted in the infant room which identifies where in the room each child who is present on any given day or time of day (for example, sleep room, outdoors, or absent).
- Strollers, swings, bouncers and/or car seats are not intended for infant sleep. An infant's head may fall forward and cause their airway to constrict. If a child does fall asleep in a sitting position, then they should be immediately moved to the crib or a flat on their back (or placed in the back stroller seat to recline as far back as possible and be monitored closely by staff at all times until returning to the Centre and immediately transferred to the crib).
- Once awake, infants will be removed from the sleep room and will not be left to cry in their crib.
- Staff review each Child's Sleep Preference Form before working in the sleep room and when parents make any changes to the form.
- Staff remain aware of all the children resting or sleeping in the sleep room, responding to distress as needed.

Health & Safety

Anaphylaxis Procedures:

AACD is aware that some of the children attending the center may have allergies, some of which may be life threatening. These allergies may include a condition known as anaphylaxis. Anaphylaxis is a severe, potentially life threatening, allergic shock caused by exposure to certain foods and other substances. Common allergens include peanuts, strawberries, fish, shellfish, wheat, dairy, soy, latex, and bee stings.

AACD does not purport to be, nor can it be deemed to be, free of foods and non-food items that may lead to a severe allergic or anaphylactic reaction. AACD will take reasonable efforts to reduce the risk to children with severe allergies or anaphylaxis. Creating an environment which reduces the risks to severely allergic or anaphylactic children will require the cooperation and understanding of all members of AACD, including staff, children and parents. The ability to accommodate specific health conditions may be limited by the physical condition of the premises, the large number of children attending the daycare and the fact that the daycare's facilities are shared with other organizations.

AACD may refuse to admit a child, or request that a child be removed, where the agency is not comfortable that the level of risk posed by the child's condition can be reasonably accommodated at the daycare. The parents of a child who is admitted to the daycare will be asked to sign the health plan form that reflects the conditions under which their child will be admitted into the daycare or be permitted to continue to attend AACD.

In addition, the Centre has also adopted an *Anaphylactic Policy and Procedures* to deal with anaphylactic allergies and/or reactions, including *avoidance measures*. The policy is available in the policy binder and copies are available upon request. Copies will be provided to families of children with anaphylactic allergies or who have or carry epinephrine auto injectors. All parents are required to review and confirm that they are aware of the Centre's *Anaphylactic Policy and Procedures* prior to enrollment. The policy requires:

- 1) The parents of a child with severe allergies including anaphylactic allergies, are required to discuss their child's condition and any concerns they have with the child care's policies and procedures at any time with the site Director and the educators with responsibility for the child's care.
- 2) Information regarding each child's condition will be summarized in an allergy report, which, together with a photograph of the child, will be maintained in both the child's room and in the daycare office.
- 3) Where appropriate, the parents of the other children in that room will be contacted and informed that a child with a severe allergy or anaphylaxis is in the room and the special precautions that will be taken to minimize risk to the child.
- 4) In the event of field trips, the agency will inform all parents of the nature and duration of the field trip. The agency will locate the hospitals nearest to the route and the destination of the field trip and will discuss any special precautions that must be taken on the field trip with the parents with regards to anaphylaxis.
- 5) Parents and children are asked not to bring outside food to AACD, whether or not there is a child with severe or anaphylactic allergies attending the daycare. Food will be provided and prepared by AACD, including food associated with special occasions (i.e., birthdays or holidays.) The decision to restrict outside foods is based on the need to reduce risk of accidental exposure to allergens.
- 6) The site Director will, on certain occasions or in the case of individual children, on the written request of a parent, permit outside food being brought into the agency, subject to certain conditions. These special conditions will be at the discretion of the site Director, but it is recognized that more restrictive conditions will apply in the event that an allergic or anaphylactic child is attending the agency.
- 7) It is also recognized that there are certain festive occasions, such as Halloween, Easter, Christmas, Passover and other occasions, that feature foods that cannot be guaranteed not to contain an allergen that may trigger an allergic or anaphylactic reaction. Parents will be informed of the event and the precautions in place for their child.
- 8) Individual Plans must be completed for each child who has anaphylactic allergies. The Individual plans must be updated each year on or by the anniversary date on the form, and employees are required to sign/date to confirm the review of the updated plan.
- 9) Employees complete a refresher First Aid/CPR course each year (in addition to maintaining their Standard First Aid/CPR-C certification), where a certified trainer will perform Epi Pen training to all employees.

One parent of a child with an anaphylactic allergy will train the ED/director/designate on the administration of the Epi Pen prior to the child's admission into Ascot.

- 1) The director/designate will in turn train the employees on the treatment protocol for that child.
- 2) New employees, students and volunteers will be trained by the Director/designate prior to commencement of employment or placement with Ascot.
- 3) If a child who has or carries an epi-pen for anaphylactic allergies/condition, changes rooms then the staff in the new room must review and sign the anaphylactic individual form prior to the child's transfer into their care.

AACD will make reasonable efforts to take precautions to prevent reactions to non-food allergens. This will include the removal of insect nests on daycare property, the proper storage of garbage and restricting eating to the interior of the daycare. Other less common allergens will be dealt with on an individual basis.

- 1) In order to avoid cross contamination, the Centre does not allow ANY outside food items to be brought to the Centre or premises (includes playgrounds, corridors, gymnasium),

including snacks, treats, birthday cakes or baked goods of any kind. Snacks from home should be given when offsite.

- 2) Upon enrollment, parents must advise the Centre of any allergies that their child/ren has - whether anaphylactic or otherwise.
- 3) For anaphylactic allergies a physician is to provide information to the Centre to identify symptoms, treatment, and avoidance strategies on a form provided (*Individual Anaphylactic Plan*). These forms must be updated and renewed annually, and any interim changes to the plan must be provided to the Director, in writing immediately.
- 4) Parents must provide the Centre with valid and current medication in order that staff may treat severe and/or anaphylactic allergies (i.e., requiring an epinephrine auto injector). Children with identified anaphylactic allergies and who are prescribed an epi-pen will not be admitted without their medication - expired medication cannot be given so must be replaced **BEFORE** the expiry date or admission will be denied.
- 5) Parents must promptly update the Centre of any changes to the allergy, symptoms, treatment, etc., as they may occur - updates or changes must be recorded on the individual / anaphylactic plan.
- 6) Individual plans will be reviewed with staff, students and volunteers prior to employment and/or working with the children, as well as each time that a change is made, and at least annually thereafter. The Centre will keep record to verify the reviews have been complete.
- 7) If there are concerns or allergies to any chemicals, craft items, or other Centre products then those will be eliminated immediately, if possible.
- 8) It is required that formal hand washing procedures are implemented throughout the day, particularly before and after toileting, eating, craft activity, outdoor play, etc. It is recommended that children wash their hands and brush their teeth after eating and prior to entering the Centre from home - particularly if NUT products were handled or consumed.
- 9) AACD is committed to taking all precautionary measures to ensure the safety and well-being of the children at the Centre.

Smoke Free Environment:

The intent of the policy is to help protect the health of all Ontarians by prohibiting smoking or vaping in all enclosed workplaces and public places. Under the Smoke-Free Ontario Act, smoking / vaping is prohibited at all times in Ascot Daycare or on the school property, whether or not children are present. This includes tobacco, marijuana and vaping.

Suspected Child Abuse

In delivering a service that is licensed by the Ministry of Education, AACD is committed and responsible to deliver services which promote health, safety, and welfare of the clients being served. The Centre is responsible to be accountable to the Ministry, and specifically to demonstrate that service delivery is consistent with relevant legislation, regulations and Ministry policy. Ascot Daycare and its staff are required by the law to report any suspected case of Child Abuse to the proper authorities. A copy of the complete Child Abuse Policy is on file in the daycare office.

Duty to Report:

The Child and Family Services Act (CFSA) states that it is the responsibility of each individual in Ontario to report any concerns of abuse or risk of abuse to a Children's Aid Society (CAS). Section 72 of the Act states that the public, including professionals who work with children, must promptly report any suspicions that a child is or may be in need of protection to a children's aid society (CAS). The Act defines the phrase "child in need of protection" and explains what must be reported to a CAS. It includes physical, sexual and emotional abuse, neglect, and risk of harm. The Act also requires that it is not necessary to be certain a child is or may be in need of protection

to make a report to a CAS. "Reasonable grounds" refers to the information that an average person, using normal and honest judgment, would need in order to decide to report.

Any individual who performs professional or official duties with respect to children has the legal responsibility to report such incidences to a Children's Aid Society, and it is a serious offense with potential legal consequences to contravene one's reporting responsibility. Any professional or official who fails to report a suspicion is liable on conviction to a fine of up to \$1,000, if they obtained the information in the course of their professional or official duties. [CFSA s.72 (4), (6.2)] The emphasis to protect the child's safety must take precedence over all other concerns. A professional must report that a child is or may be in need of protection, even when the information is otherwise confidential or privileged. This duty overrides any other provincial statutes, and specifically overrides any provisions that would otherwise prohibit someone from making a disclosure.

The CFSA imposes a duty to report for everyone, including RECE's and child care employees where there are reasonable ground to suspect one or more of the following with respect to a child: physical harm, sexual harm, emotional harm, neglect, abandonment, acts of a criminal nature or if the child is under 12 and has seriously injured or killed someone else, child pornography, and family violence.

Refusal to Release:

In our effort to protect the safety of the child and parents, a child will not be released to any individual, including a parent or guardian who appears to be intoxicated due to possible alcohol or drug use or the staff assesses any incompetence. If staff is concerned or are suspicious of incompetence, then the alternate parent/guardian or an emergency contact will be called. If the parent leaves the Centre with the child, then the staff is obligated to immediately report their concern to the police and required local authorities (i.e., Children's Aid).

Use of Cell phone, Cameras, Photos and Videos:

AACD is a PHOTO and VIDEO FREE ZONE!!! Taking photos/videos of any child (including your own) is not permitted while child or adult whom you do not have explicit and written consent, and is not permitted under any circumstance while premises.

The educators regularly record and post images of children in the programs as part of our emergent curriculum. These recorded images display the children's interests, their talents, their skills and their learning through activities and play. Such media vividly portray what is happening in the daycare and are an important part of documenting our programs and the children's progress, growth and development.

Employees, students & volunteers will only use the Centre cameras and recording devices for documentation purposes. The recorded images are used for activities, portfolios or displays in our classrooms, school hallways and for our emergency field trip pouches. Images will not be used for any other reason, without parent/guardian permission.

Employees will ensure the safety and confidentiality of the children by not posting images on social networking sites. Images will only be used for educational purposes. Images will be downloaded to the Centre's computer for printing, sent electronically to be printed or brought to a photo shop on a USB stick provided by the Centre to be printed.

Photo consents are included in the *Registration Package*, and may be amended at any time in writing. In the event that Ascot Community Daycare ever wishes to use a photo or video of a child to promote the child care or a child care event, then the express written permission from the parents will be required.

AACD restricts the personal use of cell phones and/or other PDA's (Personal Data Assistant Devices) by employees, volunteers, students, parents, and visitors in the program rooms, and/or while on supervision / duty – UNLESS employees are using such a device in a work-related emergency. Parents are asked to step out of the classroom if using a cell phone.

As diligent as we are in enforcing this policy, with over 150 children and families in the daycare program, we cannot guarantee you that your child will never be photographed. Should a photo of your child be made and displayed against your wishes, please inform Director or staff so that we can remove it and prevent future use, and follow up with the individuals involved.

On occasion, families request a copy of their child's photo that they've seen posted. These photos sometimes include other children. We will therefore only provide parents with photos if their child is alone in the picture.

We see our seasonal gatherings and group activities as opportunities to recognize and record important milestones and achievements. When capturing and distributing recorded images of children, we ask parents/caregivers to be sensitive to the safety of all children.

Contravention of this policy is a serious matter and infringes on the privacy and confidentiality of others. Non-compliance with this policy on behalf of a parent/guardian, may result in the termination of child care services.

Emergency Management

The physical and emotional safety of all children is a primary concern at AACD. Emergency plans and training ensure that all educators and volunteers are prepared and able to support children in an emergency situation.

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery from an emergency

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during any emergency situation.

For situations that require evacuation from the building, the **meeting places** to gather immediately will be:

Regal Road Site: Soccer field

Oakwood Site: Far corner of the lawn adjacent to the school parking lot

If it is deemed 'unsafe to return' to the child care centre, the **evacuation sites** to proceed to are:

Regal Road Site: to Oakwood Collegiate – 991 St. Clair Ave. W, (Corner of St. Clair Ave W and Oakwood)

Oakwood Site: to McMurrich Junior Public School – 101 Winona Drive

The 2nd alternative evacuation site for both Regal Road and Oakwood is the Dufferin/St. Clair Public Avenue – 1625 Dufferin Street

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

Procedures

1. Remain calm and use common sense.
2. An educator and an alternate will be designated to provide additional support to a child/adult who has special medical needs or needs individualized support in the event of an emergency. Information about the needs of the child/adult will be located in a sealed envelope labeled SPECIALIZED EMERGENCY INFORMATION and kept near the exit of the appropriate classroom. The designated support person will ensure that this envelope accompanies the group in the event of any emergency evacuation.
3. Fire drills are conducted on a monthly basis to ensure the educators and children are familiar with the process. Educators will not be alerted in advance of the timing of the drill. In addition:
 - a. Records will be kept of all drills including the date, time, location, reason, number of children and staff in each age group, evacuation location and timing for the drill from beginning to end.
 - b. The evacuation sites will be reconfirmed on an annual basis and receive confirmation in writing.

When a disaster occurs that does not require evacuation, **AACD** will provide a notice of the incident to parents/guardians by email and/or phone.

In the event an emergency requires an evacuation, the children will be escorted to the evacuation sites as listed above. Once the children and staff have arrived safely and all children have been accounted for, the parents and/or emergency contacts will be contacted to pick up their child immediately. Regular operations will not continue in the event evacuation from the original site is required. Parents will be advised at pick up as to how communication will be provided to update them on the status of the Centre and when the premises at may be reoccupied.

PROCEDURES FOR DEBRIFING STAFF, CHILDREN, AND PARENTS FOLLOWING ONSITE EVACUATION: Staff will be advised of the reason for the evacuation (i.e., drill, accidental alarm pulled, real emergency), and upon the safe return to the classroom will discuss the incident with the children and answer any questions and reassure children that everything is safe. Parents will be advised at pick up by verbal notification or posting at the entrance.

PROCEDURES FOR DEBRIEFING STAFF, CHILDREN, AND PARENTS FOLLOWING AN OFFSITE EVACUATION: The Board of Directors, site Directors (or designate) will provide information to parents and staff to discuss an emergency evacuation or other emergency that may have occurred and required an offsite evacuation. This will include a review of the current situation, the outcome and avoidance strategies (if any or if applicable) for future reference. Information may be shared via written notice (letter, email or posting), in person meetings, website, and/or Face Book page updates. Any questions, concerns and/or suggestions will be encouraged and responded to in timely manner.

If normal operations do not resume the same day that an emergency situation has taken place, AACD will provide parent/guardians with information as to when and how normal operations will resume as soon as determined. In this situation, we will update the phone message and notify parents/guardians by email and/or phone.

ACCIDENTS AND SERIOUS OCCURRENCE – REPORTING AND PROCEDURES

At any time, a child is injured or injures another person while receiving care at AACD, an accident or incident report will be completed to describe the circumstances of the injury and any first aid that may have been administered. Each accident/incident report that is completed, must be signed by the staff observing and documenting the incident, the parents (also confirming receipt of a copy of the report), and management staff. A copy of all accident and incident reports completed will be provided to the parents via hard copy or email.

Serious occurrence reporting is one of many tools that provide the Ministry and licensed child care programs with an effective means of monitoring the appropriateness and quality of service delivery. Monitoring includes an ongoing review of practices, procedures and training needs. *Serious Occurrence Reporting Procedures* have been established to provide information to operators on reporting serious occurrences to the Ministry as required under the CCEYA. This policy is provided in the parent handbook and reviewed with each employee, volunteer, and/or student, prior to working and providing care and guidance to the children at the Centre, and at least annually thereafter.

The CCEYA provides that every operator shall ensure that,

- (a) there are written policies and procedures with respect to serious occurrences in the Centre, that address, at a minimum, how to identify, respond to and report a serious occurrence;
- (b) a serious occurrence report is made on CCLS or to the program advisor (if online access is not available) of a serious occurrence in the Centre within 24 hours of its occurrence;
- (c) a summary of the report and of any actions taken as a result of the incident is to be posted for at least 10 business days in a conspicuous place at the child care;
- (d) a report and summary of the report must be kept on file on premises for at least 3 years from the date of occurrence and available to the Program Advisor upon request.
- (e) the Centre conducts an annual analysis of all serious occurrences as a method of identifying issues and/or trends. As part of this analysis, any actions taken in response to the analysis, will be documented and maintained in the record and kept on file for the 3-year period. The Ministry of Education licensing staff will review the annual reports during licensing inspections.

Parents benefit from information about incidents that occur in licensed child care programs, the immediate actions taken to respond to incidents and any longer-term actions the operator has taken to minimize the recurrence of future incidences. The CCEYA requires that child care centres complete and post information about serious occurrences that occur on a “Serious Occurrence Notification Form” (SONF), within 24 hours of becoming aware of the occurrence. The following is the Centre’s SONF procedures:

- SONF’s will be posted in the Centre, on the bulletin board outside the main office within 24 hours of the occurrence.
- The SONF will be updated as additional actions or investigations are completed, and will note the date of each update.
- The SONF will be posted for a minimum of 10 business days following the occurrences and/or the most recent update.

- The *SONF* will be retained for at least three (3) years from the date of the occurrence and will be made available for current and prospective parents, licensing and municipal children's services staff upon request.
- Information posted in the *SONF* will protect personal information and privacy for all individuals (staff, children, families, classrooms, etc.). As such no child or staff names, initials, and age or birth date can be used on the *SONF*. No age group identifiers are to be used (i.e. preschool room, or toddler room).

The *SONF* will communicate information to parents about serious occurrences that have occurred in their child care Centre.

Vulnerable Sector Police Reference Checks

Any individual, having direct contact or may be responsible for any child in the care of the AACD, is required to provide clear Vulnerable Sector Police Reference Check (VSPRC) to the Centre (and only original documents will be accepted). For staff and Board of Directors, a VSPRC will be required as a condition of employment and membership on the board, and for students and program volunteers prior to having direct contact with the children. The VSPRC must be updated every 5 years, and in each year in a VSPRC is not required an "Offense Declaration" must be completed by the individual. In the event that a VSPRC result for any student or volunteer (including board members) are not "clear" then the volunteer position will be terminated immediately and they will not be able to be in direct contact and/or responsible for any of the children at the Centre, at any time. The full VSPRC is available and copies are available upon request.

Volunteers - All volunteers, including participating parents (19 years of age and older) having direct contact with children in the child care centre must have and provide a clear vulnerable sector police reference check. Volunteers are responsible to cover the cost for their VSPRC, which is set by the Toronto Police Services (or the Police Services from the region that the Volunteer resides), with the exception of members of the Board of Directors, whom the Centre will absorb costs related to obtaining their Police Reference Check.

Student Placements – The Ministry's Police Reference Check Policy does not apply to students placed in the child care program by an educational institution, however police reference checks are routinely required by community colleges and universities prior to students commencing placement in a child care centre. Students participating at AACD are required prior to commencement of placement to verify they have a satisfactory police reference check dated within 6 months period and an offense declaration will be required to cover the period of the last VSPRC and the date placement will commence.

No person is required to provide or obtain a VSPRC or offense declaration if under the age of 18 years old. In this case, any person under the age of 18 years old cannot be left alone with the children or be in a position responsible for the care of children registered at AACD (i.e., cannot be counted towards ratio requirements). If a person turns 18 years old while in a position where he/she interacts with children receiving care then within one month following the individual's 18th birthday, the person must provide a statement that discloses every previous finding of guilt of the person under the *Youth Criminal Justice Act (Canada)*, if the person received an adult sentence. If a person turns 19 years old while in a position where he/she interacts with children receiving care then within one month following the individual's 19th birthday, the person will be required to obtain a VSPRC.

Volunteers/Students

The site Directors are responsible for providing an orientation to all potential student and volunteers by reviewing and signing off on the agency's policies and procedures, as well as allergy, anaphylaxis and individual plans of children currently enrolled at the Centres. The supervising Registered Early Childhood Educator will be responsible for informing the student/volunteer of the day-to-day classroom routines and the needs of the children.

Volunteers from the community will be given an initial orientation to review expectations as above and will be reviewed after three months' time and annually thereafter by the site Directors.

Students on placement from University or Community Colleges will have an orientation as above prior to working with the children. After this, they will be supervised by the assigned Registered Early Childhood Educators on an ongoing basis. If a placement student needs further supervision, the site Director will be called on to help determine how to best support the student.

All volunteers and students are required to have a Vulnerable Sector Police Reference Check prior to working with the children.

All volunteers and students will be supervised by an **Ascot** employee at all times and will not be permitted to be alone with any child or group of children for any reason during their time at **Ascot Avenue Community Daycare**. **No child or group of children can be supervised by someone who is not an employee of AACD, unless under the direction of an AACD employee.** Students and/or volunteers may not be left alone with any child or group of children at any time. The only exception is if the parent of a child is also a volunteer, then they may be alone with their child only. Volunteers and/or students are not considered or counted in staffing ratios and may not be left alone with children.

Parents who participate in Centre activities (i.e., at drop off and pick up) may only be responsible for their own child during their classroom experience. Therefore, we ask that you limit your interactions to your own child and particularly in respect to redirection or discipline, which for other children must be left to the responsibility of the centre staff ONLY. There are no exceptions to this policy and zero tolerance for contraventions.

Activities Off the Premises/Field Trips

The children enrolled at AACD may participate in offsite (off premises) activities – which may include community walks (all children) and/or field trips (primarily for older children). Notification of all outings will be posted on the daily program plan.

Off-premise activities which includes 'field trips' (excludes community walks) will be posted outside of your child's program room two weeks prior to the trip. The information posted will contain arrival and departure times, method of travel, map of the route/location of destination along with other specifics that you will need to know for each trip. A permission form will be ready for you to sign prior to the day of the excursion but must be signed by the morning of the trip in order for your child to be admitted.

You are required to arrive at or prior to the time identified on the day of the trip – which will be at least 30 minutes prior to the departure time. This will allow time for the educators to prepare the group and review all safety procedures prior to departing. In the event that you arrive after the group has departed from the classroom, your child will not be permitted to join the group for safety reasons. In this case, children cannot be accommodated another program room and will not be able to return until their class returns to the Centre. Child care fees will not be refunded or rebated if children are not admitted for these reasons.

Child Care Governance – Board of Directors

All parents or guardians of children at the daycares are members of the agency (AACD) and as such may serve as a member of the Board of Directors.

The day-to-day organization and administration of the agency is the responsibility of the staff of the Daycare under the supervision of the site Directors. The Board of Directors is legally responsible for the management, control and accountability of the organization as a whole.

The Board of Directors consists of up to 10 elected members. The Board is elected annually at the Annual General Meeting which is held every spring.

Parents interested in learning more about the Agency's by-laws, which contain a description of the duties of an officer of the corporation, as well as the terms of reference for the standing committees of the Board, may obtain a copy from the site Director or on our website at ascotdaycare.com

The Board of Directors meets approximately once a month.

The Board of Directors meetings are open to anyone wishing to attend. However, matters of a sensitive nature will be discussed "In Camera". In this instance, only members of the Board will be privy to the conversation. Only members of the Board may vote.

Parent Involvement with Governance: All members of **Ascot** are encouraged to join standing committees of the Board, such as:

1. Finance & Fundraising - For parents with a head for figures and budgets.
2. Human Resources - For parents with experience or interest in the responsibilities and well-being of the staff team.
3. Communications

From time to time, ad-hoc committees may be struck to address specific, time limited issues.

We also encourage parents to volunteer their time for field trips as their work schedule allows. The staff always welcome your help.

Parent Issues, Concerns and/or Complaints

Should you have any issues, concerns and/or complaints about the programs or services that you and/or your child are receiving we urge you to make us aware of your concerns.

Every effort will be made to address and resolve your complaint within the context of the legislation and regulations under which the programs are licensed and operate.

Please start with the educator in your child's room. If she or he is not able to resolve the issue, the educator will take your concern to the site Director. The site Director will get back to you within 3 business days and will inform you as to what action is being undertaken to address your complaint.

When a resolution has been determined all parties will be notified. Potential resolutions may include:

- Altering a policy or procedure;
- Putting into place prevention strategies;

- Providing an explanation to the complainant, to an effected group, or to all members of the agency community;
- Changing the decision initially made by staff;
- Maintaining a decision made by staff;
- Retraining staff involved, or if deemed necessary retraining all agency staff; and/or
- Determining that the agency can no longer meet the needs of the family. In this case the agency will make every effort to assist the family in finding alternative care.

Parent Code of Conduct & Conflict of Interest

All parents/guardians are required to sign and abide by the “*Parent Code of Conduct*” at the time of registration, and any time changes have been made to the Code.

All parents/guardians and their representatives are asked to respect all staff members, children and parents of the agency, by refraining from the use of foul language or other forms of verbally inappropriate dialogue. Racial slurs, lewd remarks, demeaning phrases as well as threatening or abusive gestures, including any forms of sexual harassment, will not be tolerated. Parents/guardians who resort to the aforementioned unprofessional methods of communication will be asked to leave the agency. No children, parents or staff will be subjected to any type of verbal or physical abuse.

All staff members at AACD are to be treated with respect and dignity regardless of race, creed, sexual orientation, disability, or any other ground. Inappropriate behaviour or harassment of any kind towards a staff member will result in immediate intervention up to and including the family’s expulsion from AACD.

This type of behaviour includes but is not limited to harassment or intimidation by written note, email, words, gestures and/or body language. The privacy and confidentiality of our parents, guardians, RECEs, volunteers, and students is important to us. All concerns and comments should be addressed with the RECEs in a polite and respectful manner. Should the discussion not address your concerns, the next step is to review the situation with the site Director. Failing resolution with the site Director, the matter will be referred to the Board of Directors in writing.

If an incident should occur in which the parent/guardian or his/her representative breaches the *Parent Code of Conduct*, the parent/guardian will be given written notice warning them of their inappropriate behaviour. The second infraction will result in written notice of immediate withdrawal. Certain serious infractions will result in immediate withdrawal of childcare services.

AACD is a child-care facility which emphasizes the individual growth of all children by promoting a safe, healthy and caring learning environment through its dedication to the child, family and community. We believe in equality and respect diversity of all people.

Conflict of Interest: Employees, volunteers (including members of the Board of Directors), and/or students are not permitted to accept any private or additional payment for services that could reasonably be expected to be provided as part of normal employment or in their duties as affiliates of the Centre. Employees are encouraged to not provide babysitting or perform child care services to children and/or for families who are enrolled or were enrolled at the Centre, even if after working hours or on weekends.

Permission to hold any outside employment or business interests with any organization/individual that conducts business with AACD must be secured in writing from the site Director. Failure to secure advance permission may result in disciplinary action, up to and including termination of employment.

We appreciate your cooperation and understanding, and request that you refrain from making such requests of staff that may put them in a compromising or uncomfortable situation.

There is a **zero tolerance** to contraventions of the Code of Conduct, Confidentiality and/or Conflict of Interest policies and expectations outlined above. Contraventions of the policies may result in a written and/or verbal warning and/or up to and including termination of employment for staff and/or suspension and/or notice of withdrawal for parents, children, board members and/or community members involved in with the Centre. This is necessary to ensure that we are able to provide a safe, caring, calm and welcoming environment for the children at all times, and your cooperation is vital and very much appreciated!

Workplace Violence & Harassment Policy & Procedures

AACD is committed to providing a safe working environment in which all employees, families and visitors are treated with respect, dignity, and are free from harassment, violence and discrimination. AACD does not condone and will not tolerate acts of harassment or violence in the workplace against, or by, any AACD employee or client.

Ascot Avenue Community Daycare is committed to preventing violence in the workplace, promoting a safe and healthy environment for all employees, volunteers, families and visitors, and protecting AACD employee from violence and intimidating behaviours. In pursuit of this commitment, AACD will take all reasonable steps to protect its employees from workplace violence, harassment and/or discrimination by developing, implementing and enforcing AACD *Workplace Violence and Harassment Policies and Procedures* and programs that promote and provide a healthy and safe environment.

WORKPLACE VIOLENCE:

Behaviours constituting workplace violence include, but are not limited to:

- Harming or threatening to harm any AACD employee or visitor;
- Damaging or threatening to damage AACD property or the property of any AACD employee or visitor;
- Possessing a dangerous weapon or flammable device on AACD property without prior authorization;
- Engaging in stalking behaviours to any AACD employee.

FORMS OF WORKPLACE VIOLENCE:

1. Violence by Strangers
 - Usually enters the work place premises on the pretense of being a client.
 - May commit robbery or another violent act.
2. Violence by a Client, Parent, or Family Member
 - May be either anticipated or unanticipated.
3. Violence by Co-workers
 - Could include; current employees, former employees, a prospective employee, and may occur inside or outside the workplace.
4. Violence by Family Members/Personal Relations

- This includes an employee’s spouse, partner, relative, or friend and usually occurs when a personal dispute occurs with the employee and the individual enters the workplace to harass, threaten, injure or kill the employee.

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 may also relate to a form of discrimination as set out in the Ontario *Human Rights Code*. Under the *Human Rights Code* discrimination-based harassment is harassing behaviours, based on the following grounds:

- | | |
|----------------------|---|
| • race | • ancestry |
| • colour | • place of origin |
| • ethnic origin | • citizenship |
| • creed (religion) | • sex (including pregnancy and gender identity) |
| • sexual orientation | • age |
| • disability | • marital status |
| • family status | • records of offences |

Types of workplace harassment: may include sexual harassment, teasing, intimidating, insulting gestures, practical jokes or innuendos which creates awkwardness or embarrassment, display or circulation of offensive pictures or material, foul or obscene language or gestures, unwelcome, offensive or intimidating phone calls, bullying, leering, unwelcome gifts or attention, offensive gestures, spreading rumours, demeaning language based on gender or sexual preference, differential treatment of employees or co-workers based on *Human Rights Code* ground.

Sources of harassment: Workplace harassment can arise from a variety of sources, such as other workers, directors, clients (parents/families), students, volunteers, service providers, employee’s family members, and personal relationships.

Who is covered under these policies?

- All Employees,
- All volunteers including Board members,
- Parents, children and families
- Visitors

To the extent possible, this policy will be enforced with any person who comes into AACD for legitimate business purposes.

PROCEDURES FOR RESPONDING TO WORKPLACE VIOLENCE, HARASSMENT OR DISCRIMINATION

AACD will treat any form of violence that occurs in the workplace seriously, irrespective of the alleged perpetrators’ position. All employees are expected to assist attempts to prevent and eliminate violence in the workplace as outlined in the responsibilities below:

If an AACD employee witnesses or experiences conduct which they believe to be violence, harassment, or discriminatory he/she has a responsibility to respond to the incident as follows:

1. Make the objection clearly known to the offender. Ask the individual to stop the behaviour and clearly state that the behaviour or action is viewed as harassment as defined in AACD *Workplace Harassment Policy*.
2. If the individual feels it is inappropriate or is uncomfortable in asking the individual to stop, the behaviour should be directly reported to the site Director. If the incident involves the site Director, it should be reported to the Chair of the Board of Directors.
3. The individual will provide the site Director with a written record of the action or harassing behaviour including dates, times, nature of the action or behaviour, and witnesses, if any.

Procedures for reporting workplace violence

If an individual witness or experiences any violence, potentially violent situations, or conduct which they believe to be violence, the incident must be immediately reported as follows:

- 1) Call 9-1-1 if an individual is in immediate danger.
- 2) The incident must be reported immediately to the site Director. If the incident involves the Director, it should be reported to the Chair of the Board of Directors.
- 3) The Director will initiate an investigation.
- 4) The Director will document the incident including the date, times, nature or the action/behaviour, and any witness.
- 5) The Director will inform the AACD Board of Directors of the incident.
- 6) All reports will be investigated, and dealt with appropriately.
- 7) All reports will be kept confidential.
- 8) Employees have a right to file a complaint with the *Ministry of Labour* should they feel the situation warrants such action.

Removal of Person from the Workplace:

Any employee who makes a substantial threat, exhibits threatening behaviour, or engages in a violent act against an AACD employee, visitor, guest, or other individuals while on AACD premises, will be removed from the premises by police, and will remain off the premises pending the outcome of an investigation.

Employees are not to remove individuals from the premises. Assistance must be requested by contacting police.

AACD is committed to providing a safe working environment in which all employees, families and visitors are treated with respect, dignity, and are free from harassment, violence and discrimination. AACD does not condone and will not tolerate acts of harassment or violence in the workplace against, or by, any AACD employee or client

Accessibility for Ontarians with Disabilities (AODA)

AACD is committed to developing policies, practices, and procedures that provide accessible quality services to its clients. Wherever possible, every effort will be made to ensure that services will be provided to clients with disabilities in a manner that promotes and respects dignity, independence, integration and equal opportunity. AACD is committed to communicating with clients with disabilities in different ways that take into consideration their disability.

AACD is dedicated to ensuring all programs and services are accessible to clients in accordance with *Ontario Regulation 429.07 Accessibility Standards for Customer Services*.

AACD will endeavour to ensure that the Policy and related practices and procedures are consistent with the following four (4) core principles:

1. **Dignity** - Persons with a disability must be treated as valued clients deserving of service as any other client.
2. **Equality of Opportunity** - Persons with a disability should be given an opportunity equal to that given to others to obtain, use and benefit from our services.
3. **Integration** - Wherever possible, persons with a disability should benefit from our services in the same place and in the same or similar manner as any other client. In circumstances where integration does not serve the needs of the person with a disability, services will, to the extent possible, be provided in another way that takes into account the person's individual needs.
4. **Independence** – Programs and services must be provided in a way that respects the independence of persons with a disability. To this end, we will always be willing to assist a person with a disability but will not do so without the express permission of the person.

Procedures:

1. AACD provides services to all children and their families including those with disabilities. Wherever possible, every effort will be made to ensure the following:
 - a. The service will be provided in a manner that respects the dignity and independence of persons with disabilities.
 - b. The provision of services to clients with disabilities will be integrated unless an alternative measure is necessary, whether temporarily or permanently, to enable clients with a disability to participate in the services offered by AACD.
2. Employees will be trained on how to interact and communicate with clients with disabilities in a manner that is respectful of the client's dignity and independence.
3. Alternative methods of communication will be provided as requested. Employees will be trained to communicate with clients over the telephone in clear and plain language and to speak clearly and slowly.
4. Assistive Devices, guide animals and/or support persons may be used by clients to assist in accessing services at AACD.
5. AACD may require a person with a disability to be accompanied by a Support Person where it is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises. Any Support Person would be supplied and paid for by the client needing assistance.
6. All service animals must have proof of inoculations/vaccinations required under the *Child Care and Early Years Act, 2014*.
7. Employees and volunteers will be properly trained in how to interact with clients with disabilities who are accompanied by a service animal, a support person or an assistive device.
8. The use of such items must be in compliance with the regulations outlined in the *CCEYA* and Toronto Children's Services requirements.

9. AACD will notify clients if there is a planned or unexpected disruption of a facility or a service that persons with a disability require to access our services. The notice will be posted at the entrance of the applicable premises as well as being provided verbally, electronically or in person if applicable. The notice will include the following information:
 - a. That a facility or service is unavailable.
 - b. The anticipated duration of the disruption.
 - c. The reason for the disruption.
 - d. Alternative facilities or services, if available.
10. AODA requires organizations to implement a feedback method that allows clients to provide feedback on perceived barriers, including how to ask for assistance. The Daycare accepts feedback in a variety of ways including in person, by telephone, in writing or electronically. Our feedback protocol requires the Centre to respond to all client inquiries as soon as possible, normally within ten (10) business days.
11. AACD will provide training and ongoing training as required under the Act, to all persons to whom this Policy applies as well as to those persons charged with developing this Policy and related procedures and practices.

Content of Training:

- i. A review of the purpose of the Act and requirements of the Standard.
 - ii. A review of the Policy.
 - iii. How to interact and communicate with persons with various types of disabilities.
 - iv. How to interact with persons with a disability who use an Assistive Device or require the assistance of a Service Animal or Support Person.
 - v. How to use equipment or devices made available on our premises to assist persons with a disability to obtain, use or benefit from our goods and services.
 - vi. What to do if a person with a disability is having difficulty accessing our premises and/or services.
12. Training will be provided to all persons to whom this Policy applies as soon as practicable after he or she is assigned the applicable duties.
 13. Records of the training provided, including the training protocol, the dates on which the training is provided and the number of individuals to whom the training is provided will be maintained in accordance the requirements of the Act.
 14. All Accessibility Policies of AACD are available to our clients. Alternative formats are available upon request.
 15. It is the responsibility of the management and Board of Directors to interpret this policy, as required, and to ensure that it is implemented throughout the Centre.

In Closing

The Board of Directors, children, parents and the entire staff team welcome you to the community of Ascot Daycare. We trust this handbook has provided helpful information and answers to many of your questions. Please remember that your participation, your suggestions and your ideas are very important to the success of our agency. Your commitment to quality, non-profit childcare will provide your child with a solid background and is a sound investment in their future.

Getting in Touch with Us: Contact Information

ASCOT AVENUE COMMUNITY DAYCARE

Regal Road Site – Main Office: 416.653.7760

Oakwood Site - Main Office:416.651.2275

By email: teresagp@ascotdaycare.com (both sites)

finance@ascotdaycare.com (for fee/account/financial inquiries)

CHECKLIST FOR THE FIRST DAY!

- ✓ **EXTRA SET OF SEASONALLY APPROPRIATE INDOOR CLOTHING (minimum 2 SETS OF CLOTHING FOR CHILDREN UNDER 4 YEARS OF AGE - including socks, undergarments, pants, top).**
- ✓ **DIAPERS, WIPES, BOTTLES, SIPPY CUPS ETC. (IF APPLICABLE) – PLEASE LABEL**
- ✓ **LIGHT BREATHABLE BLANKET/SHEET FOR REST PERIODS (CHILDREN IN KINDERGARTEN AND SCHOOL AGE ROOMS ARE NOT REQUIRED TO PROVIDE BLANKETS).**
- ✓ **SEASONALLY APPROPRIATE OUTDOOR CLOTHING (sunscreen is mandatory, sunhat, outdoor clothing – mitts, hats, snow pants, snow boots - please label all items**
- ✓ **Closed heel and closed toe rubber sole footwear (indoors and outdoors);**
- ✓ **MONTHLY FEE PAYMENT PAID IN FULL;**
- ✓ **DEPOSIT FEE PAID IN FULL AND SIGNED CONTRACT- if not completed prior;**
- ✓ **REGISTRATION INFORMATION PACKAGE COMPLETED IN FULL AND PRIOR to attending;**
- ✓ **UP TO DATE IMMUNIZATION RECORD (or notarized exemption form) – for infant to preschool aged children.**
- ✓ **RECENT WALLET SIZE PHOTO (or 4X6 photo) OF CLEAR HEAD SHOT CHILD/REN ENROLLING (for emergency identification if needed in emergency or evacuation).**
- ✓ **FAMILY PHOTO (for use in classroom) - suggested size is 4X6.**

NOTE: If registering more than one child, then the above listed items are required for each child enrolling!

PLEASE: Label everything you bring

APPENDIX TWO**ASCOT AVENUE COMMUNITY DAYCARE PROGRAM STATEMENT
and PROGRAM STATEMENT IMPLEMENTATION PLAN****Strategy (Approach)**

Ascot Community Daycare uses Ontario's Pedagogy for the Early Years ("How Does Learning Happen") to develop strategies to achieve our program statement. We believe that learning and development happens within the context of relationships among children, families, educators, and their environments. To enable the children to grow and flourish, Ascot Community Daycare ensures the following four foundational conditions exist within the kindergarten and school age groups

(There are 4 foundations)

- Belonging refers to a sense of connectedness to others, an individual's experience of being valued, of forming relationships with others and making contributions as part of a group, community and the natural world (HDLH)
- Well-Being address the importance of the physical and mental health and wellness. It incorporates capacities such as self-care, sense of self and self-regulation skills (HDLH)
- Engagement suggests a state of being involved and focused. When children can explore the world around d them with natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond. (HDLH)
- Expression or communication (to be heard as well as to listen) may take many different forms. Through their bodies, words, and the use of materials, children develop capacities for increasingly complex communication. Opportunities. To explore materials support creativity, problem solving, and mathematical behaviors. Language-rich environments support growing communication skills, which are foundational for literacy. (HDLH)

Ascot Community Daycare will adopt the following 11 strategies to create these conditions:

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

Plans of Action

1) Ascot Ave. Community Daycare will be adhered to all policies and procedures with respect to sanitary practices in the child care center. These policies and procedures include any direction provided by the local public health unit. Communicable diseases will be reported to the local Medical Officer of Health. The policies and procedures relating to sanitary practices must be reviewed with staff, volunteers and students, prior to starting employment and will be reviewed annually and must be implemented in the child care centre in accordance with subsection 6.1. Subsection 1.2 for these requirements.

Daily, staff will observe children for symptoms of ill health such as fever, rash or gastrointestinal symptoms, staff be mindful of any sudden or gradual changes to a child's behavior, sleeping or eating patterns. Child care staff are will immediately communicate any such changes to parents, as atypical behavior could be a sign of something more serious.

If a staff member suspects that a child is, or may be, in need of protection, they must report this to the local children's aid society in accordance with section 72 of the *Child and Family Services Act*.

Children will be supervised always by an adult, whether the child is on or off the premises.

Careful menu planning is essential to meet the children's nutritional needs and offer a variety of foods, as outlined in the Canada's Food Guild, water is available at all time and with each snack. Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all the children. In support of this we will meet or exceed the expectations for meals and snack times described in the attached guideline (*school-age-AQI-guideline-18*).

2) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 3). A.A.C.D. will prepare and post a daily written and visual schedule to meet or exceed expectations described in the attached guideline (*school-age-AQI-guideline-1*)

3) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). A.A.C.D. will prepare a Program Plan to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-2*)

4) Staff will use their observations, knowledge of child development and the children's cues to implement the activities and experiences described in the program plan. "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world

around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). A.A.C.D will undertake to deliver activities and experiences to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-3*)

5) Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20). A.A.C.D will ensure an indoor physical environment that will meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-4*)

6) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). A.A.C.D will create a visual environment through displays to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-5*)

7) We will offer diversity in Play Equipment/Toys as it relates to race, culture, gender, age, language, family status and ability. "Developing policies, practices, and environments that respect and support inclusion (HDLH, p. 27) is one way to create a sense of belonging for children. A.A.C.D will ensure an offering of play equipment and toys to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-6*)

8) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). A.A.C.D will provide Art/Sensory Activities, Equipment and Materials such a building material such a variety block of different shapes and sizes. A variety of play materials will be available on a rotational basis such ad dramatic center props for children to build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). A.A.C.D will offer Blocks and Construction Activities and Accessories to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-13*) & (*school age -AQI-guidlines-7*)

9) A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children can retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term."

(HDLH, p. 42). A.A.C.D will provide books and accessories that meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-8*).

10) Staff will expose children to various language and listening opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). A.A.C.D will provide language & listening opportunities and materials and a program that utilizes these to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-*

11) Utilize guidelines for use of TV and Films to encourage safe, developmentally-appropriate usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and content. Parents/guardians will be made aware in advance of usage in the classroom, and resources will be available for alternative learning opportunities. A.A.C.D will ensure TV and Movie usage will meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-10*).

12) Utilize guidelines to encourage safe, developmentally-appropriate computer usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Monitor/supervise usage. A.A.C.D will ensure a Computer Usage environment to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-11*).

13) 12) Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). A.A.C.D will provide Dramatic Play Activities and Accessories to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-*

14) Provide access to an ample selection of age-appropriate games and game accessories. "Programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry" (HDLH p.15). A.A.C.D will offer Games, Game Activities and Accessories to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-14*)

15) Materials reflecting, science and nature encourage children to explore through cause-and-effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). A.A.C.D will provide Science and Nature Experiences and Material to meet or exceed the expectations described in the attached guideline (*School-age-AQI-guideline-6*)

16) We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). A.A.C.D will ensure Physical Activities/Active Play Indoors or Outdoors that meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-16*)

17) To "allow every child to participate and be challenged in meaningful ways" children will become involved in active play daily as per requirement. In inclement weather children will be offered indoor space for gross motor/ physical activities. (HDLH p.29) in Physical Activities/Active Play Indoors or Outdoors, we will supply appropriate and ample active play equipment for the number of children enrolled. A.A.C.D will ensure the supply of Active Play equipment meets or exceeds the expectations described in the attached guideline (*school-age-AQI-guideline-17*)

18) Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times described in the attached guideline (*school-age-AQI-guideline-18*).

19) Ensure utensils, dishes and furnishings to enable safe, and successful eating times. In support of this we will meet or exceed the expectations for equipment required for eating and seating described in the attached guideline (*school-age-AQI-guideline-19*).

20) Ensure accessible washroom facilities for all enrolled children. Ensure compliance with the Regional Public Health procedures and practices. In support of this we will provide washroom facilities, and supplies, and personal hygiene and body development related information resources to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-20*).

21) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg. 30). In support of this we will meet or exceed the expectations for Health and Safety described in the attached guideline (*School-age-AQI-guideline-21*).

22) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will meet or exceed the expectations for toys and play equipment washing described in the attached guideline (*school-age-AQI-guideline-22*).

23) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will meet or exceed the expectations for Children's hand washing/sanitizing practices described in the attached guideline (*school-age-AQI-guideline-23*).

24) Ensure environment and practices for proper hand hygiene by staff that promote healthy living. In support of this we will meet or exceed the expectations for Staff Hand Washing/Sanitizing Practices described in the attached guideline (*school-age-AQI-guideline-24*).

25) Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. A.A.C.D will meet or exceed the expectations for Transitions described in the attached guideline (*school-age-AQI-guideline-25*).

26) At all times ensure awareness of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions. A.A.C.D will meet or exceed the expectations for Attendance Verification described in the attached guideline (*school-age-AQI-guideline-26*).

27) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg. 36). A.A.C.D will meet or exceed the expectations for a Positive Atmosphere described in the attached guideline (*school-age-AQI-guideline-27*).

28) Staff operates as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. A.A.C.D will meet or exceed the expectations for supervision of children described in the attached guideline (*school-age-AQI-guideline-28*).

29) Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg. 35). A.A.C.D will meet or exceed the expectations for fostering children's independence described in the attached guideline (*school-age-AQI-guideline-29*).

30) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express their feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviors."(HDLH, pg. 24-25). Staff will facilitate and guide children in acquiring and developing positive interactions and social skills with peers and adults (co-operative skills, team player). A.A.C.D will meet or exceed the expectations for supporting the development of self-esteem in children described in the attached guideline (*school-age-AQI-guideline-30*).

31) Promote use of developmentally appropriate and individually tailored strategies to support the behavior management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg. 41). A.A.C.D will meet or exceed the

expectations for behavior guidance described in the attached guideline (*school-age-AQI-guideline-31*).

32) Staff will Initiate and build on conversations with and between children: Staff will extend conversations with individual children as well as between children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg. 41). A.A.C.D will meet or exceed the expectations for Supporting development of Communication skills described in the attached guideline (*school-age-AQI-guideline-32*).

33) Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg. 35). A.A.C.D will meet or exceed the expectations for Extending Children's Learning described in the attached guideline (*school-age-AQI-guideline-33*).

34) Ensure good nutrition and safe food preparation. A.A.C.D will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area described in the attached guideline (*nutrition-AQI-guidelines-1-7*).

35) Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's wellbeing through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg. 19). A.A.C.D will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material described in the attached guideline (*Playground-AQI-guidelines-1-4*).

36) Ensure collaboration with local community partners. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things". (HDHLP19) Partnership with families and community which includes our annually Holiday Celebration and Fall Family Festival. A.A.C.D will meet or exceed the expectations for connecting and collaborating with local community and institutions described in the attached guideline (*working-together-AQI-guidelines-1-4*).

Ex. Inviting a parent to share a special skill with the child care group (dancing /playing an instrument.)

37) Staff will be given time off work to attend workshop and professional development, funds are available to assist with financially. Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high-quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth". A.A.C.D will capture as evidence, Our Practices and our efforts to Being the best we can (which follow).

38) Ascot Community Daycare view children as competent, and capable of complex thinking, children are curious and rich in potential. The four interconnected foundations are all connected to fostering the engagement of and ongoing communication with parents. The staff will involve children in discussions and use children’s-initiated ideas and thoughts to support and implement their ideas in the program (i.e., having kindergarten and school age children participate in weekly program planning -results into staff implementing the children’s ideas and interests.) Ongoing communication with parents regarding the program and their children learning (i.e., the staff will send home information about programming via email to parent; special visitor to the group, children participate in cooking activity and inviting parents for dinner at the child care.)

Practice (Evaluation)

1. All new staff on hiring, and all existing staff (annually) will acknowledge and review:
 - a. This program statement document
 - b. All relevant and attached guidelines
2. Parent survey will be conducted annually to assess performance against the 11 key requirements.
3. Internal Rating (AQI) for each Plan of Action will be conducted annually for each program .
4. Undertake monthly staff meeting. Always include agenda item to discuss performance against the program statement and plan for improvement for next month.
5. Undertake quarterly management/board meetings. Always include agenda item to discuss performance against the program statement and plan for improvement for next period.
6. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
7. Share “performance outcomes and goals review with Board/Management and document and incorporate their feedback
8. Each monthly staff meeting will, on a rotation basis, include on the agenda, one of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured.
9. Budget a professional development investment for each staff and align the professional development with the program statement needs
10. The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will annotate the self-assessment with an example of each and identify goals for improvement for the next year.

Prohibited Practices

Ascot Community Daycare, forbids corporal punishment and other harmful disciplinary practices to protect the emotional and physical well-being of the children. Children benefit from redirecting and encouraging positive interactions with other children and adults.

The following practices are prohibited:

- (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 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.

Summer Programs: Our center operates 12-month program. The summer months of July and August allow us to offer many more outdoor activities, some large group bus trips, and more recreationally based programs. As is the case during the remainder of the year, our summer programs are geared towards your child's age group and interests, are planned well in advance, and are approved by the Director.

School Communication/ Involvement: While our programs uphold the philosophy of learning through experience, we also aspire to bolster and compliment the teachings of the schools as set out by the Ministry of Education and the Toronto Board of Education. We strive to sustain an open forum of strong communication with all parties involved. We feel that an integrated approach to a child's day at school, daycare, and at home is beneficial for all and is essential when meeting a child's needs.

Parent Communication/ Involvement: We greatly appreciate both informal and formal parent communication and involvement. Teachers speak with parents in person or by telephone on a regular basis in order to exchange information and to work together in providing the best possible care for the child. Occasionally schedules will not allow for personal contact. In this case, we will usually communicate through the exchange of letters or notes until the more desirable in person contact can be made. The occasional group meeting, individual interview, and/or workshop supplement parent and staff contacts.

The Directors and staff frequently send written information home throughout the year, while newsletters are sent out quarterly. The children and staff contribute to their daycare room newsletter updates and it is in this forum that the Director informs families of any pertinent management information not previously communicated.

We request that any changes in the structure of your family unit or in the normal routine of your child be explained to the Director, assistant Director, and/or your child's teacher for us to be able to effectively deal with your child's needs. All confidential information will be treated accordingly and with complete professionalism and discretion. Please see our [Privacy Policy](#) for further details.

Parents are welcome to visit or observe our program and activities at any time, providing that it is not disruptive to the program and that it is not upsetting for your child to separate from you when you leave. Parents must submit a Criminal Reference Check (Vulnerable Sectors Check) with the Toronto Police Department and be cleared to spend any time volunteering in our classrooms.

The Program Statement Implementation Policy

The intent of this policy is to design a guideline and ensure that the approaches communicated in the program statement are implemented at Ascot Community Daycare. This policy also draws out a list of prohibited practices and the measures that will be used to deal with any contraventions of the above.

This section also requires regular review of the policies and procedures by the licensee, staff and volunteers/ students. This review ensures that all individuals involved in caring for children are

aware of the policies and procedures. A signed and dated record of this review must be kept for three years to document that it has occurred.

Monitoring Practices

Ascot Community Daycare implements a wide range of monitoring practices to ensure the goals and approaches described in the program statement are implemented.

Monitoring Practices include:

- Setting family communication standards for staff to follow
- Annual third-party curriculum assessments for each child care centre.
- Providing coaching and guidance for staff to engage in ongoing reflective practice and collaborative inquiry with the staff teams.
- Tracking all mandatory and supplemental training completed by each staff.
- Third party parent surveys.

Roles and Responsibilities Ascot Community Daycare Management will:

- Conduct a comprehensive annual review of Ascot Community Daycare Program Statement including the goals and approaches. Information gathered through the various monitoring practices will be integrated. A signed record will be kept of the review.
- Ensure third party curriculum assessments occur at each centre on an annual basis and use the results for planning.
- Ensure third party parent survey is conducted annually and ensure feedback is integrated into the program.
- Respond immediately to any concerns or commissions of prohibited practices observed or reported in consultation with Human Resources and appropriate authorities (as needed).

Note: Refer to Process for monitoring compliance and Contravention policy

Directors will:

- Ensure all new staff, students and volunteers are oriented to Ascot Community Daycare Program Statement before they interact with children. A sign off sheet signed by the staff, student, or volunteer and the person who led the review indicating the date of orientation will be kept.
- Review Ascot Community Daycare Program Statement with all staff, students, and volunteers on an annual basis or any time there is substantive changes to the program statement. A sign off sheet signed by the staff, student, or volunteer and the person who led the review indicating the date of orientation will be kept.
- Provide coaching and guidance for staff to engage in ongoing reflective practice and collaborative inquiry with the staff teams through documentation, huddles, staff meetings.
- Performance Evaluation will be conducted with each staff, student and volunteer following the format and cycle accepted by Human Resources (staff /volunteer) or the post-secondary institution (student).
- Performance Improvement Plans are documented as required throughout the annual cycle.
- Discuss curriculum, Ministry of Education licensing, and quality assessments, and parent survey results with staff team and develop a plan of action to be implemented and shared with Ascot Community Daycare management

- Provide staff with opportunities to attend all mandatory and supplemental training. Track all training completed by each staff.
- Support program team to make referrals and provided resources based on children's and family's requirements.
- Monitor all staff, students and volunteers for compliance with the approaches set out in the program statement and the commission of any prohibited practices through a combination of observation; reports from colleagues, parents, and community partners; and program plans and documentation.
- Immediately report any concerns or commission of any prohibited practices to Ascot Community Daycare management. Report to stakeholders including Ministry of Education, municipal children's services, child protection agencies, and professional colleges within established guidelines.

Educators will:

- Engage in ongoing reflective practice and collaborative inquiry with the Staff team.
- Participate fully in all discussions of curriculum, Ministry of Education licensing, and quality assessments, and parent survey results with team and assist in developing a plan of action to be implemented and shared with Ascot Community Daycare management.
- Attend and fully participate in mandatory and supplemental training.
- Make referrals and provided resources based on family's requirements.
- Immediately report any concerns or commission of any prohibited practices to child protection agencies within established guidelines and Ascot Community Daycare director and/or management.

Prohibited Practices

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach intended to manage unwanted behavior. Research from diverse fields of study show that children who attend programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn than those who do not. Experiencing positive relationships in early childhood also has significant long-term impact on physical and mental health, and success in school and beyond.

Ascot Community Daycare Program Statement sets out approaches that support positive interactions between children, families, staff and the community.

The following prohibited practices are not permitted:

- Corporal punishment
- Deliberately use of harsh or degrading measures on a child that would humiliate the child or undermine his or her self-respect
- Depriving a child of basic needs including food, shelter, clothing, bedding
- Locking the exits of a centre or using a locked or lockable room or structure to confine a child when separating them from other children
- Any form of abuse -physical, sexual, emotional and/or neglect

Measures Used to Deal with Contravention of Policies and Practices

Any reports involving breach of the above prohibited practices are taken seriously and will be dealt with by Ascot Community Daycare management. Individuals who violate the prohibited

practices and this procedure are subject to disciplinary or corrective action up to and including termination of employment, volunteer or student assignment.

Ascot Community Daycare understands and complies with all established guidelines for reporting to the Ministry of Education, municipal children's services, child protection agencies, and professional colleges.