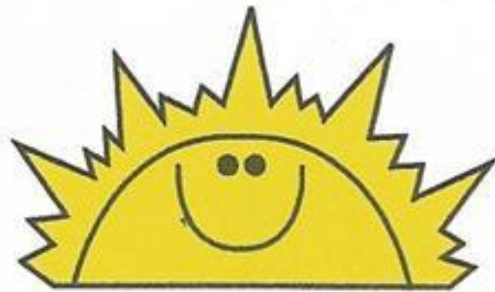


# GIVINS/SHAW SCHOOL COMMUNITY DAYCARE

## Parent/Guardian Handbook



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# 1. GENERAL INFORMATION

## 1.1 Introduction

### Welcome to Givins/Shaw School Community Day care!

Givins/Shaw School Community Daycare is a warm, neighborhood daycare that was established in November of 1987 in response to the needs of the parents/guardians in the community. We are a non-profit organization for children between the ages of two and a half and nine years old. We are licensed and inspected by the Ministry of Education, Child Care Quality Assurance and Toronto Public Health on a regular basis and have a purchase agreement with Toronto Children's Services to provide qualifying parents/guardians with subsidy. We welcome all families to our program. This handbook is an information source for caregivers of children enrolled in our center as well as a guide to know what to expect from us and what we'll expect of you.

Our practices are guided by the Child Care Early Years Act, 2014, The College of Early Childhood Educator's Code of Ethics and Standards of Practice, How Does Learning Happen and our own Policies and Procedures. We've included many of our policies and procedures in aiming to be transparent and informative to /guardians about our operation.

## 1.2 Program Statement

### 'Children are competent, capable of complex thinking, curious and rich in potential' 1

We believe that children learn best through play and by pursuing their interests, goals and by making their own choices. We recognize each child as a unique individual who brings his/her own abilities to the program and deserves the encouragement and space to try new things, explore new ideas and develop their own unique creativity. We believe that every child deserves a safe and caring environment - a place where children want to be and where they feel 'at home'. We also believe that children thrive in all areas of development when they are in a caring and supportive environment with responsive adults.

We offer a learning program that is consistent with the Ministry of Education's policies, pedagogy and curriculum including the following documents:

- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- Early Learning for Every Child Today (ELECT)

Our goals for Children include the following four foundations consistent with the Ministry of Education pedagogy:

- Every child has a sense of **belonging** when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health, and **well-being**.
- Every child is an active and **engaged** learner who explores the world with body, mind, and senses.
- Every child is a capable communicator who **expresses** himself or herself in many ways' 2

### Givins/Shaw School Community Daycare Program Goals

| Our center's goals | Our center's approach |
|--------------------|-----------------------|
|--------------------|-----------------------|

|                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Promote the health, safety, nutrition and well-being of children                                                | <ul style="list-style-type: none"> <li>➤ Canada's Food Guide informs healthy, balanced and nutritious meals. Menus are posted, distributed and discussed with the families, as well as nutrition information is available.</li> <li>➤ Halpert Catering Limited collaborates with a registered dietician</li> <li>➤ All educators are current with Standard First Aid and CPR-C training</li> <li>➤ Educators conduct environmental safety checks, including disinfection and sanitation procedures on an ongoing basis</li> <li>➤ Educators are current with Public Health regulations and communicable disease prevention</li> <li>➤ Educators conduct daily health checks of each child</li> <li>➤ Educators are aware and practice emergency procedure</li> <li>➤ Respect for children's individual needs by creating an allergy aware environment</li> <li>➤ Accommodations made for dietary or religious food requirements for children</li> <li>➤ Educators interact with children in ways to foster positive self-esteem, independence, and a sense of security and happiness.</li> </ul> |
| Encourage the children to interact and communicate in a positive way and support their ability to self-regulate | <ul style="list-style-type: none"> <li>➤ Educators create flexible environments and experiences that engage and encourage children to take risks, make choices, promote problem solving skills and support the development of the children's self-regulation skills</li> <li>➤ Educators help children recognize, label and express their emotions as well as identify the feelings of others</li> <li>➤ Educators role model respectful, non-judgemental, inclusive and sensitive interactions with all participants</li> <li>➤ Educators capture and support children's positive interactions through documentation such as learning stories</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Foster the children's exploration, play and inquiry throughout the program day                                  | <ul style="list-style-type: none"> <li>➤ Educators are active participants in children's play</li> <li>➤ Children are encouraged to explore through play and ask questions</li> <li>➤ Educators create an environment that encourages exploration and inquiry based on their observations of children's needs, interests and goals</li> <li>➤ Educators observe, inquire, re-phrase or ask questions to provoke further exploration by the child in their play</li> <li>➤ Educators collaborate with the child or children, co-workers, and/or parents/guardians and then reflect on all the information received to expand and scaffold the child's knowledge through enhancing play experiences</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |
| Provide child-initiated and adult-supported experiences                                                         | <ul style="list-style-type: none"> <li>➤ Educators observe, interact and interpret what the child is wondering by asking and talking to the child</li> <li>➤ Educators document purposeful observations of the children and plan for opportunities based on the children's interests, capacity and skills</li> <li>➤ Have flexible routines to work around children's interests ie..in-depth exploration over several days, or the need to slow down</li> <li>➤ Engage with children as co-learners as they explore their environments</li> <li>➤ Include child-initiated and adult-supported activities</li> <li>➤ Educators value that the child is capable of deciding where to play, who to play with and how long they play at an activity</li> </ul>                                                                                                                                                                                                                                                                                                                                       |

|                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support positive and responsive interactions among the children, parents/guardians, and educators of the child care                                                                | <ul style="list-style-type: none"> <li>➤ Families and children are greeted in warm welcoming manner each day</li> <li>➤ Interactions with children, families and all those involved in the childcare will be made in a respectful way, taking into consideration each individuals family culture, values, language, composition and abilities</li> <li>➤ Educators have daily open positive conversations with families about the child's day</li> <li>➤ Developmental needs and growths are discussed with the family through observations and documentation</li> <li>➤ Communication is extended through communication books, newsletters, emails, phone calls</li> <li>➤ Each participant, child, parent and employee, is valued and seen as a competent contributor with their own needs and interest and points of view</li> <li>➤ Parents/guardians are welcome and encouraged to participate in special events ie. yearly fundraisers and Annual General Meeting</li> </ul>                                                                                                                                                         |
| Plan and create positive learning environments and experiences in which each child's learning and development will be supported                                                    | <ul style="list-style-type: none"> <li>➤ Educators plan multiple learning experiences to support and build upon a child's concepts <ul style="list-style-type: none"> <li>➤ Children are included in program planning as much as possible</li> </ul> </li> <li>➤ Educators plan and create a learning environment that is age appropriate for the children based on their needs and interests, goals and learning styles</li> <li>➤ Educators understand that learning can happen anywhere and that children may interpret materials use different than intended by the adult</li> <li>➤ Daily activities offered; drama, music, dance, visual arts, language &amp; literacy science, construction <ul style="list-style-type: none"> <li>➤ Educators provide opportunities for school age children to work on their homework</li> </ul> </li> <li>➤ Educators create "home-like" environments, incorporating materials, family photo and toys from home, that create familiarity for the children in their care</li> <li>➤ Educators identify when to step back and observe and when to enter children's play to provoke ideas</li> </ul> |
| 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 | <ul style="list-style-type: none"> <li>➤ Educators acknowledge that small groups are mandated and that small groups support positive interactions</li> <li>➤ Educators consider the age, developmental level, individual needs and interests of children when creating a balance of opportunities throughout the day</li> <li>➤ Planned learning opportunities meet the children's needs and encourage children to explore different developmental domains</li> <li>➤ Learning is extended to the outdoors and educators will set up opportunities to access nature</li> <li>➤ Educators will plan physical activity daily</li> <li>➤ Educators understand that each child is unique in their basic physical needs, food intake, sleep and/or their need for quiet pause. Schedules remain flexible to allow</li> <li>➤ for these individual needs throughout the day</li> </ul>                                                                                                                                                                                                                                                           |
| Foster the engagement and ongoing communication with parents/guardians about the program and their children                                                                        | <ul style="list-style-type: none"> <li>➤ Educators acknowledge and respect that the parent/family is most important in a child's life. Educators seek the parent's/family's expertise regarding their child/ren</li> <li>➤ Educators communicate with families on a daily basis (Communication may be in person, by phone, email, written and posted information)</li> <li>➤ Documentation may be shared with parents/guardians about their child's day</li> <li>➤ Educators illustrate children's work through documentation, creation displays, photos and recordings</li> <li>➤ Educators welcome feedback from parents/families and encourage their participation in the program</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Involve local community partners and allow those partners to support the children, their families and staff                  | <ul style="list-style-type: none"> <li>➤ Educators communicate with local community partners who can enhance program with experiences in art, drama, music, dance, etc..</li> <li>➤ Workshops will be made available to educators and parents/guardians to support development and enhance program delivery</li> <li>➤ Support agency information is accessible to families</li> <li>➤ Educators build positive and cooperative relationship with the TDSB Principal, faculty and teachers</li> </ul>                                                                                                                                                                                                                      |
| Support staff or other who interact with the children at a child care centre in relation to continuous professional learning | <ul style="list-style-type: none"> <li>➤ Educators understand and acknowledge that they are responsible for their own continuous learning and professional development</li> <li>➤ Educators will be provided with ongoing professional development workshops/ training to keep up the College of Early Childhood Educator standards</li> <li>➤ Educators, volunteers and students will review the program statement and policies prior to working in program with the children and annually thereafter or upon any changes or modifications</li> <li>➤ Educators and their supervisors meet frequently to provide feedback, discuss strategies observed, learning goals and action plans to achieve those goals</li> </ul> |
| Document and review program and learning process set out for children and their families                                     | <ul style="list-style-type: none"> <li>➤ Educators reflect and assess their program continuously by reviewing program goals to understand their impact on the children, families, co-workers and community</li> <li>➤ Educators acknowledge observations, documentation and interactions are essential to this process</li> <li>➤ A variety of ongoing documentation such as observations, surveys, etc. will be used for feedback to ensure the goals of the centre are being met for children, parents/guardians, and staff</li> </ul>                                                                                                                                                                                   |

### **Program Statement Implementation Policy:**

- All staff, students and volunteers will read the Program Statement and sign off along with our Policy and Procedures review, prior to working with the children, when the statement has been updated and on an annual basis
- Each program room will maintain a copy of the Program Statement along with children's observations, plans and documentation to support their understanding of the statement.
- Management will meet on a regular basis with each program to establish a clear understanding of the program statement and aid the staff in self-reflection. Management will use all observation, interactions and conversations to monitor staff.
- Staff will reflect on **"How Does Learning Happen"**, by reviewing their observations and engaging children in meaningful activities, maintaining communication with caregivers and building trusting relationships with the families, by working with their co-workers to create a safe and healthy environment and by taking the time to engage in self-reflection on a regular basis

GSSCDC hires staff that have a positive and sensitive attitude towards children. Our non-discriminatory hiring practices provide individuals of all backgrounds the opportunity for employment. We believe that everyone has worth and value, and all staff are entitled to be respected, supported and treated fairly.

All Early childhood Educators have made a commitment to abide by the standards of their profession as set out in the College of Early Childhood Educators code of Ethics and Standards of practice. All ECE's must hold themselves accountable, and will use the Code of Ethics, the Standards of practice and the CCEYA to guide their decisions and practice.

### **Working Together:**

Our goal is to ensure the health, safety and well-being of each child while in our care. We look forward to working together with the family in the best interest of the child(ren) to provide them with an individual and positive journey for a seamless entry into their community and school. We are always available for feedback to ensure we are providing the best possible care.

**Note:** References and information in this document are extracted from:

1. *How Does Learning Happen?'' Ontario's Pedagogy for the Early Years*
2. *ELECT (Early Learning for Every Child Today)*

### **Glossary of Terms**

**CURRICULUM** (the courses that are taught by a school, college, etc.)

**DEVELOPMENTAL DOMAINS** (The five areas of child development: language, motor, cognitive, social-emotional, and self-help skills.)

**PEDAGOGY** (the method and practice of teaching)

**REGULATIONS** (a rule or directive made and maintained by an authority.)

**SELF REFLECT** (careful thought about your own behavior and beliefs)

## ***1.3 Philosophy***

We provide a stimulating environment to help develop each child's growth emotionally, intellectually, socially, creatively, and physically. Here, learning is enjoyable and rewarding and all can develop to their full potential, at their own pace. We also believe that each child and parent/guardian is unique and foster individuality through our commitment to a non-sexist, multicultural environment. We believe in working closely with parents/guardians, who are encouraged to contribute ideas and suggestions regarding our policies, and to participate whenever possible.

## ***1.4 Daycare programs***

Our *Pre-School Program* is for children aged 2 ½ years old to 3 years, 8 months old and we are licensed for 24 children.

Our *JK/SK Program* is for children aged 3 years, 8 months old to 6 years old and we are licensed for 78 children.

Our *School-Age Program* is for children aged 6 to 9 years and we are licensed for 60 children.

From September to June, the JK/SK and School Age programs operate before and afterschool. However, these programs become full days during school closures and in the summer.

Families with children in the kindergarten and/or school age programs are provided the option to opt out of the full summer program. Families must notify the Centre by April 1<sup>st</sup> of each calendar year should they wish to opt out. The Centre will retain 2 weeks of childcare base fees as well as the childcare deposit, and in the event that the family does not return in September for before and after care programming, they forfeit their deposit. For families on a Child Care Subsidy through the Toronto Children's Services Department, please be aware that they are required to attend year-round and follow TCS guidelines.

Hot lunches and two snacks per day are provided for the Pre-School children. Two snacks are provided for JK/SK and School Age programs all year. JK/SK and School Age programs are required to pack a nutritious lunch each day.

Daycare Educators and TDSB staff at Givins/Shaw Public School work together to ensure a smooth transition during the drop off and pick up procedures.

### **The teacher to child ratio is as follows:**

|                    |      |
|--------------------|------|
| Pre-School Program | 1:8  |
| JK/SK Program      | 1:13 |
| School Age         | 1:15 |

## ***1.5 Program development***

Our trained staff are required to plan developmentally appropriate activities that are based on the principles of

emergent curriculum. The staff observe the children and document their observations per AQI requirements. They then use their observations of the children's interests when creating their program plans. Staff are provided with programming time and have regular meetings to discuss daily programming and together, we look to reflect a multicultural community in the activities we offer.

Program plans are created weekly, reviewed, and signed by Managed prior to posting each week. Monthly summer programming schedules are provided to all caregivers and outline the major activities throughout the summer weeks.

## *1.6 Staff qualifications*

Each program room has at least one full-time Registered Early Childhood Educator. All staff who work directly with the children in our care undergo:

- A Police Reference Check through the Police Services including vulnerable screening
- Health and Immunization check
- First Aid/CPR Certification
- Program Monitoring
- Workplace Health and Safety – WHMIS

Givins/Shaw Daycare strongly advocates for employee growth and development through continuous lifelong learning. Staff are provided with opportunities for additional training on an ongoing basis.

A Police Reference Check with Vulnerable Sector Screening is included as part of the recruiting process for all positions in the agency. This will be a condition of employment for all new employees of Givins/Shaw Day care. The law allows the day care to withhold employment from those individuals who have committed an offense under the criminal code and have not been pardoned. Although each case will be considered individually, the Police Reference Check allows the day care to avoid offering employment to those whom are considered a risk to your children.

## *1.7 Hours of Operation*

The Day Care is open Monday to Friday, 7:30AM am to 6:00PM We are closed on all statutory holidays, Easter Monday and Winter Break, refer to Daycare Calendar available on the website.

*\*Centre hours and closures subject to change\**

### **Statutory Holidays:**

Labour Day (September)  
Thanksgiving Day (October)  
Christmas Day (December)  
Boxing Day (December)  
New Year's Day (January)

Family Day (February)  
Good Friday & Easter Monday (April)  
Victoria Day (May)  
Canada Day (July)  
Simcoe Day (First Monday in August)

## *1.8 Admission Procedures*

Parents/guardians interested in enrolling their children in the Daycare must complete a waiting list application form and return it to Management. Upon acceptance of offered childcare space, a complete registration form for each child must be completed before starting the program including an immunization record.

As of August 29, 2016, objections or exemptions to immunizations must be completed on the ministry- approved form and retained in a child's file. Statement of Conscience or Religious Belief forms for religious/conscience objections must be completed by a 'commissioner for taking affidavits' (ie..must be notarized)  
Statement of Medical Exemption form for medical exemptions to immunization must be completed by a doctor or nurse practitioner.

Admission of new children is based on the dates on our waiting list and established in accordance with the following priorities:

1. Siblings of children already enrolled in the daycare.
2. Children attending Givins/Shaw Public School
3. Children in the Givins/Shaw School catchment area

The day care requires a nonrefundable deposit of four (4) weeks base fee when the space is offered.

**Please note:** *The Kindergarten and School Age Programs have fewer spaces available than the Pre-School Program, there is no guarantee that children enrolled in the Pre-School and JK/SK programs will be secured a space in the next age group. Transition from one program to the other is based on seniority and/or availability.*

Givins/Shaw School Community Daycare provides kindergarten and school age care for children registered and enrolled within the school only, if a child has been withdrawn by the school or no longer attends the school, they are also withdrawn by the daycare and are required to send the daycare notice of withdrawal.

## *1.9 Board of Directors*

Givins/Shaw School Community Day care consists of a Board of Directors that is involved in all aspects of the day care. The Board of Directors is made up of parents/guardians of the children in the Centre. There are currently four executive members of the Board who fill the positions of President, Vice-President, Secretary, and Treasurer. There can be a maximum of seven voting members on the Board, but all parents/guardians are welcome to attend the regularly scheduled Board meetings. Parents/guardians are also encouraged to attend the Annual General Meeting for the purpose of electing a new Board and providing feedback about day care operation.

It is the responsibility of the Board to ensure regular planning is carried out, legal requirements are met, fair personnel policies for the staff are established and maintained, financial viability of the Centre is followed, informed decisions are made.

## *1.10 Fundraising*

Fundraising is often an important means for ensuring the addition of new children's programming/activities, supplies, and equipment at the day care. As such, Givins/Shaw Day care, with the support of the Board, organizes and carries out fundraising drives each year. We urge all parents/guardians to participate in these drives by offering their time and/or ideas, as the money raised goes directly to enriching the children's environment and day care experience.

## *1.11 Babysitting*

Due to conflicts of interest, our staff are not permitted to partake in private babysitting for families enrolled in Givins/Shaw Day care.

# **2. DAYCARE ADMINISTRATIVE GUIDELINES**

## *2.1 Arrival and Departure*

### **Purpose**

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

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

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

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

## **Policy**

### **General**

- Givins/Shaw School Community Daycare will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.
- A parent/guardian may request that a child who is 10 years old or older be released from child care without supervision. Parents/Guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal.
- Where a parent/guardian provides written instructions for the release of their child from care without supervision, the parent/guardian is aware that the child care is no longer responsible for that child upon their dismissal.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

### **Additional Policy Statements**

|                                                                                                       |
|-------------------------------------------------------------------------------------------------------|
| Staff will only dismiss children with written authorization to individuals who are 16 years or older. |
|-------------------------------------------------------------------------------------------------------|

## **Procedures**

### **Accepting a child into care**

1. When accepting a child into care at the time of drop-off, program staff in the room must:
  - greet the parent/guardian and child.
  - ask the parent/guardian how the child's evening/morning has been. Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the child's emergency cards as an authorized pick up or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
  - document the change in pick-up procedure in the daily written record.
  - sign the child in on the classroom attendance record.

### **Where a child has not arrived in care as expected**

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., completed the reason for absence form, sent a message on Lillio (formerly HiMama), emailed the Centre, or notified staff the night before at pick up), the staff in the classroom must:
  - inform the Supervisor/ Assistant Supervisor and they must commence contacting the child's parent/guardian no later than 10:30 am on full day programming, 8:15 am for morning care, and 3:15 pm for afternoon care. Morning staff shall send a message to parents/guardians using the HiMama app. If they do not receive a response within 15 minutes, staff will notify management. Management will then call the parents/guardians to make contact. If contact

is not successful, Management will leave a voicemail requested they get in touch to confirm the absence and the reason for absence.

2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily log.

### **Releasing a child from care**

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

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

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up within 15 minutes, the staff shall contact the parent/guardian via Lillio (formerly HiMama) or by phone call and advise that the child is still in care and has not been picked up.
  - o Where the staff is unable to reach the parent/guardian, staff must call again and leave a voice mail. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
  - o Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed."

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:10 pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. Two staff will remain at the centre with the child. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall Contact emergency contacts on the child's emergency card.
4. Where the staff is unable to reach the parent/guardian or any other emergency contacts listed on the child's file by 6:30 pm the staff shall proceed with contacting the local Children's Aid Society (CAS) (416)924-4646. Staff shall follow the CAS's direction with respect to next steps.

### **Dismissing a child from care without supervision procedures**

Where a parent/guardian has provided written authorization for their child to be released from care without supervision, one staff in the program must be responsible for dismissing the child from care. Prior to dismissing the child from care, the staff shall review the written instructions for release provided by the parent/guardian and release the child only at the time set out in the instructions. The staff shall document the time of departure from care in the attendance record as well as in the daily log with their initials.

## Additional Procedures

Staff are only to release a child from care without supervision at the time noted on the written authorization.

## Glossary

- *Individual authorized to pick-up/ authorized individual:* a person that the parent/guardian has advised the child care program staff in writing can pick-up their child from care.
- *Licensee:* The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.
- *Parent/guardian:* A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.
- *Emergency Contact:* A person listed by the parents/guardians as someone to contact in case of an emergency. This person is noted on the child's file as well as emergency card.

## 2.2 CWELCC Program

Givins/Shaw School Community Daycare has opted into the Canada Wide Early Learning Child Care (CWELCC) Program in 2022 and was approved. The fees are based off of the Base Fee Chart (Prior to Enrollment).

## 2.3 Payment of Base Fees

**FULL FEE AMOUNTS FOR THE YEAR 2026**

| MONTH     | PRESCHOOL<br>(2022 Frozen<br>Free)<br>\$49 | 52.75%<br>CWELCC<br>Affordability<br>Funding | PRESCHOOL<br>Daily: \$21.74 | JK/SK (2022<br>Frozen Fee)<br>Daily: \$32.50     | 52.75%<br>CWELCC<br>Affordability<br>Funding | JK/SK<br>Daily:<br>\$14.77                           | SCHOOL<br>AGE<br>Daily: \$31.00                         | SUBSIDY<br>DAYS |
|-----------|--------------------------------------------|----------------------------------------------|-----------------------------|--------------------------------------------------|----------------------------------------------|------------------------------------------------------|---------------------------------------------------------|-----------------|
| January   | \$1065.75                                  | \$592.91                                     | \$472.84                    | \$706.87                                         | \$385.63                                     | \$321.24                                             | \$674.25                                                | 22              |
| February  | \$1065.75                                  | \$592.91                                     | \$472.84                    | \$706.87                                         | \$385.63                                     | \$321.24                                             | \$674.25                                                | 20              |
| March     | \$1065.75                                  | \$592.91                                     | \$472.84                    | \$706.87                                         | \$385.63                                     | \$321.24                                             | \$674.25                                                | 22              |
| April     | \$1065.75                                  | \$592.91                                     | \$472.84                    | \$706.87                                         | \$385.63                                     | \$321.24                                             | \$674.25                                                | 22              |
| May       | \$1065.75                                  | \$592.91                                     | \$472.84                    | \$706.87                                         | \$385.63                                     | \$321.24                                             | \$674.25                                                | 21              |
| June      | \$1065.75                                  | \$592.91                                     | \$472.84                    | \$706.87                                         | \$385.63                                     | \$321.24                                             | \$674.25                                                | 22              |
| July      | \$1065.75                                  | \$592.91                                     | \$472.84                    | Summer Fee<br>Daily: \$45<br>Monthly:<br>\$1,125 | \$628.75                                     | Summer fee<br>Daily: \$19.85<br>Monthly:<br>\$496.25 | Summer fee<br>Daily: \$43.57<br>Monthly:<br>\$1,0089.25 | 23              |
| August    | \$1065.75                                  | \$592.91                                     | \$472.84                    | Summer Fee<br>Daily: \$45<br>Monthly:<br>\$1,125 | \$503                                        | Summer fee<br>Daily: \$19.85<br>Monthly:<br>\$496.25 | Summer fee<br>Daily: \$43.57<br>Monthly:<br>\$1,0089.25 | 21              |
| September | \$1065.75                                  | \$592.91                                     | \$472.84                    | \$706.87                                         | \$354.60                                     | \$321.24                                             | \$674.25                                                | 22              |
| October   | \$1065.75                                  | \$592.91                                     | \$472.84                    | \$706.87                                         | \$443.25                                     | \$321.24                                             | \$674.25                                                | 22              |
| November  | \$1065.75                                  | \$592.91                                     | \$472.84                    | \$706.87                                         | \$354.60                                     | \$321.24                                             | \$674.25                                                | 21              |
| December  | \$1065.75                                  | \$592.91                                     | \$472.84                    | \$706.87                                         | \$390.06                                     | \$321.24                                             | \$674.25                                                | 23              |

*\*amounts are per child*

Late payment fee: \$20.00

NSF Fee: \$30

Base fees may be adjusted at any time of the year as determined by the Board of Directors to meet the demands of the daycare.

Day care base fees must be paid monthly. Families will receive an invoice on the third last business day of the previous month. On the first business day of the month fees will be withdrawn through Pre-Authorized Debit (PAD).

Upon enrollment parents will receive a payment request email from Plooto. Families will need to click on the "make a payment" button and will then be directed to log into their bank account to process the payment. The first time a payment

is made through Plooto, bank details will be verified, and parents will need to accept Plooto's Pre-Authorized Debit (PAD) Agreement. All payments will be processed directly through pre-authorized debit (PAD).

*\*Parents should refer to our Full Fee Monthly Schedule for amounts due.*

A non-refundable deposit equivalent to four (4) weeks base fees is required upon admission into the childcare centre. This deposit will be applied toward final month of childcare fees with four (4) full weeks of notice provided.

Any over payments made will have a base fee credit applied unless otherwise requested. If withdrawal takes place, all base fee credits will be reimbursed to families via Plooto.

**Fee Subsidies:** If you have a childcare subsidy from the City of Toronto, multiply your daily fee rate (per diem rate) by the number of days in the month indicated on the far-right side of the Full Monthly Fee Schedule. This will equal your monthly fee. Statutory and civic holidays should also be included.

A non-refundable deposit equivalent to four (4) weeks of the daily subsidized rate is required upon admission into the daycare.

## 2.4 Overdue Base Fees

Givins/Shaw School Community Daycare's bookkeepers (Childcare CPA) will contact families on the **7th business day of the month** if a payment has not been received or is returned NSF. A **\$30 NSF non base fee** and a **\$20 late fee** will be applied. Childcare CPA will reach out to the family with the updates invoice and a second payment attempt will be made.

If the second attempt is unsuccessful, Management will contact the family by the **15th business day** with an updated invoice, including an additional **\$30 NSF non base fee**. Families will have 24 hours to respond before a third pre-authorized payment attempt is made.

We recognize that unexpected financial difficulties may arise. In these situations, it is the parent's responsibility to work with Management to arrange a payment plan of up to three months.

If the third payment attempt fails, another **\$30 NSF non base fee** will be charged, and the matter will be escalated to the **Parent Board of Directors**. The Board will contact the family by the **23rd business day** with a final invoice, which will include:

- the monthly base fee owing
- **\$90 in NSF non base fees**
- **a \$20 late payment non base fee**

The Board will also issue **two (2) weeks' notice of withdrawal** from the program.

After withdrawal, families have one opportunity to return their child to the waitlist once all outstanding fees are paid in full. Re-entry follows the Centre's waitlist procedures and is subject to space availability. All new or returning families must follow standard admission requirements.

**By enrolling your child, you agree to follow the Centre's fee schedule.**

*The Board of Directors reserves the right to pursue legal action for outstanding fees.*

## 2.5 NSF Payments

An NSF non base fee of \$30 is charged for every pre-authorized debit (PAD) attempt made that is unsuccessful. Should the childcare receive three consecutive NSF pre-authorized debit (PAD) transaction, non-payment of fees will be referred to the Parent Board of Directors and will result in the loss of your child's enrolment in the centre with 2 weeks notice provided to families.

## 2.6 *Late Pick-Up Non-Base Fees*

Children enrolled in the day care must be picked up no later than centre's closing hours (6:00 pm). Parents/Guardians who are late picking up their children must sign the late fee book and will be charged based on the late fee chart below:

\*Fee chart subject to change.

**\$10 for first 5 min +\$2 minute after**  
**Eg. 6:20pm pick up = \$40.00**

Late non base fees are billed on the following months fee invoice and will be withdrawn with pre-authorized debit (PAD) process.

Late non base fee charges will be based on Givins/Shaw Daycare time.

Continuous lateness will result in action on the part of the Board of Directors.

## 2.7 *Income Tax Receipts*

Income tax receipts are issued annually. Any requests for a change in the schedule of income tax receipts issued should be discussed with Management.

## 2.8 *Absences, Sickness, Vacation, & Unplanned Closures*

Day care staff need to know which children will be attending the program each day. If you know in advance that your child will be away from the Centre for one or more days, please advise the your child's teacher by sending a message via Lillio app. Our centre follows all updated Toronto Public Health and Ministry of Education guidelines.

Base fees must be paid for all days the day care is open regardless of whether any absence/sickness/vacations are being used by the child. Failure to pay for days during absence/ sickness/vacation will be considered a withdrawal from the day care and your child's place can be filled. **Refunds are not given for days on which your child is absent.**

For children on a Child Care Subsidy through the Toronto Children's Services Department, a maximum absence of 35 days per calendar year (including sickness, vacation, or any other reason) is allowed at their subsidized rate. If more than 35 allowable absent days are used, the parent(s) are responsible for paying the full day care fee.

Subsidized parents/guardians may not take 20 or more consecutive days at their subsidized rate. If a child is absent for more than 20 consecutive days, then the Toronto Children's' Service will not pay the subsidized fee. The parent(s) are then responsible for the full day fee for the rest of the time the child is absent.

Unplanned closures, including bus cancellation days, Before-and-After and the preschool daycare program will also be closed to all staff and children. Full base fees apply to all unplanned closures.

In the event of a closure due to COVID-19, base fees will not be charged, and families will be provided a credit. If a child has been directed by TPH and the daycare program remains open, base fees still apply.

## 2.9 *Withdrawal*

One month (4 full weeks, Monday to Friday) written notice is needed for withdrawal of a registered child in our care. The deposit will be used towards the fee balance. Any base fee credits will be reimbursed to families via. cheque.

In lieu of proper notice, your deposit will be forfeited.

### 3. DAYCARE OPERATION

#### 3.1 Naps

We recognize that each child's needs are different. As such, our Teachers provide a quiet environment for those who sleep. Rest time will not exceed 2 hours per day. While not all children need a mid-day nap, young children benefit from periods of quiet rest and relaxation time. Children's needs change day to day and while rest time is provided each day, children are never forced to remain on their cots for a specific length of time. Those who do not sleep will be provided with books and/or quiet activities for the duration of the rest period.

The teachers consult the parents/guardians regarding the individual child's sleeping needs. Where a parent indicates that a child does not sleep, the staff will respect these directions however they will not force a child to stay awake.

#### 3.2 Clothing and Possessions

When choosing clothes for your children to wear at day care, please keep comfort, wash ability, durability, and warmth in mind. Children should wear shoes that will stay on their feet during active play (no flip flops).

Each child should have a complete change of labelled clothing at centre in case of an accident, including shirt, pants, socks, and underwear.

The children are required to be outdoors for at least 2 hours per day (1 hour in the morning/1 hour in the afternoon) for a full day 7-hour program. The children in the before and after care program are required to go outdoors for at least 30 minutes per day.

In the summer, each child needs a sun hat and sunscreen (if desired), as well as a bathing suit and towel in their own backpack for days when we have water play.

In winter, each child should have a warm coat, snow pants, boots, mittens, hat, neck warmer (Scarves are not permitted for safety reasons), and indoor shoes.

Home items are not permitted at the Centre (i.e. toys, electronics, etc.) except for on show and share days. Givins/Shaw Day care will not be held responsible for unlabelled, lost, stolen, or misplaced property of any kind.

#### 3.3 Sun Protection

In addition to a sun hat, Parents/Guardians are encouraged to provide a labelled bottle of sunscreen for their child. The staff will keep your child's personal bottle of sunscreen handy and will re-apply before afternoon outdoor time. The staff are not permitted to apply any other sunscreen except the one provided to us and clearly labelled.

#### 3.4 School Extra Curriculars (Before/ After School)

Your child may wish to join in an extra-curricular school program throughout the year, which may require them to be signed out of day care in the morning or afternoon (i.e. heritage class, sports team.). Parents/guardians must authorize the day care in writing to let them know which days and times the child/children will be away.

Daycare staff will try to accommodate to these arrangements where possible but ultimately it is the parents/guardians' responsibility to arrange for drop off and pick up to and from these programs. Parents/guardians need to follow our Arrival and Departure Guidelines (2.1) in our Parent/Guardian Handbook.

#### 3.5 Activities off Premises

Special events and trips are organized throughout the year. Parents/guardians must give written permission for their child to participate in daycare trips that require public transportation and/or bodies of water (i.e. wading pools & splash pads). For safety reasons, please make sure that your child is in attendance at least 15 minutes before departure

to ensure that the ratio of staff to children is kept. Those who do not complete a permission form, their child will not be permitted to attend.

### *3.6 Inclusion Policy*

Givins/Shaw Day Care's intentions are to ensure that all children must be recognized for their abilities and talents, given the same opportunities to learn and play, and encouraged to develop and grow alongside their peers.

"Integration" and "inclusion" are used to express the view that all individuals, including those with special needs, hold rights and responsibilities as equals and are essential members of our community.

The exclusion of individuals based upon their physical or intellectual capabilities is discriminatory and segregating and opens our Centre to the possibility of limiting every person's experience, exposure to, and involvement with an important portion of our society.

Our beliefs regarding integration and inclusion are embedded in all of our programs and provide further opportunities for the following:

- exposure to individuals with a range of abilities
- acceptance and the formation of relationships and respect for others
- the participation of every child and family irrespective of current ability levels, which leads to the development of self-esteem, confidence, and capability
- peer interactions and expectations which provide social incentives to implement "new" skills and knowledge
- teaching staff to become more aware and focused on the strengths and needs of all the children, their own teaching style and methods, and on the program itself.
- the enrichment of our communities through direct experiences with people with diverse strengths and needs

### *3.7 Birthdays and Special Occasions*

On special occasions, including birthdays and special holidays, parents/guardians are not permitted to bring in ANY type of food items to the daycare due to children with sugar restrictions, serious food allergies and the risk of cross contamination. The daycare will arrange to celebrate your child's special day.

If your child is having a birthday party and the invitations will go to some but not all of the children in the classroom please arrange to distribute the invitations outside of day care hours. **Staff will not be handing them out.**

### *3.8 Parent/ Guardian Involvement Policy*

Our staff are committed to providing the best possible care for your children, a part of that is the inclusion and integration of family and the home in our Centre. We encourage parents and guardians to be actively involved with our daycare. Parents/guardians are welcome to volunteer to join us on outings or special in-house events as this helps in creating an atmosphere where families feel welcomed and involved. Those who wish to volunteer must complete and clear a Police Vulnerable Sector Criminal Reference Check (if 18 years or older).

Should a parent/guardian have suggestions or ideas, we encourage you to communicate them with Management. Your involvement will help us to enrich our program. We also encourage an open communication with your child's classroom teacher. Should there be any concern, we strongly suggest voicing your concern and bringing it up to the teachers in your child's program and/or the Supervisor if needed.

### *3.9 Volunteers and Student Placements*

Givins/Shaw School Community Daycare is committed to providing opportunities for students and volunteers to learn through hands on experience in a childcare environment. Those who are volunteering or completing field placements, will be required to complete the following before interacting with the children in our care:

- Read through the Centres Volunteer and Field Trip Policies and Procedures
- Complete a Police Vulnerable Sector Criminal Reference Check (if 18 years or older)
- Provide up to date immunization records

When a Student and/or Volunteer is in program, the following will apply:

- The student/volunteer will not form part of the formal care team and are not permitted to be alone with a child and cannot be counted in staff-child ratio at any time
- For the benefit of the Centre, each student/volunteer's visit will be for a minimum of two hours
- Parents/guardians will be informed of any students in the Centre via e-mail/posting
- Students/volunteers will be supervised by an employee. At no time will a student/volunteer be permitted to be unsupervised with children
- Students/volunteers must obtain written consent to photograph the children in our care (for education purposes) before any photography is completed. Parents/guardians are not obligated to provide consent.
- Students/volunteers must read Centre Policies and Procedures, Program Statement, Individualized Medical Plans, and Allergy/Food Restrictions lists and sign off confirming they have read through before entering the Program.

## **4. FOOD AND NUTRITION**

### *4.1 Meals and Snacks*

Our daily menu follows the nutritional requirements outlined in the Canada Food Guide. We are proud to have M. Halpert Catering Limited providing our preschool children with good tasting, nutritionally sound mid-day meals. As well, morning and afternoon snacks are offered to all the children. Our lunch and snack menus operate on a four week rotational basis. Weekly menu plans are posted in each room and is also available on the Centre website.

Allergies are a commonality amongst children, as such we do our best to accommodate as best we can with food substitutions. Parents/guardians should provide a letter to the day care, stating the substitution and reasons for the required substitutions (i.e. allergy, religious beliefs), as well as what to do should their child be exposed to the restricted food item. Children's special dietary needs and allergies are posted in each classroom and updated as necessary.

Parents/guardians should NOT bring in ANY type of foods/ treats to the daycare due to children with sugar restrictions, serious food allergies and the risk of cross contamination. Outside food items should be eaten before entering the centre and will not be allowed in the room.

### *4.2 Anaphylactic Policy*

On January 1, 2006, Sabrina's Law came into effect in Provincial schools.

Anaphylaxis is a severe, potentially life – threatening allergic reaction. It can occur within seconds however, sometimes it can occur half – hour or longer after exposure. Common triggers include certain foods, medications, insect venom, and latex.

Givins/ Shaw School Community Daycare will ensure that any child who has anaphylactic and/or allergic reactions will be cared for in the best manner possible. The purpose of this policy is to provide a process for dealing with anaphylaxis in the Centre. The anaphylactic policy has been implemented to help reduce the health and safety risks for children with severe allergies and it provides consistency with school policies. Children in the Kindergarten and School Age programs bring bagged lunches from home, those children will be closely monitored to ensure that the children eat only what they bring from

home. For further details on the packed lunches please refer to section 4.3 of the Parent Guardian Handbook.

Prior to enrollment, the parent/guardian will meet with the Supervisor/Administrator to develop Individual Plan and Emergency Procedures plan for their Child. Parents may want to train staff in the procedures for administering medication. An Epi-pen must be supplied to the daycare (if possible 2 Epi-pens as recommended by Anaphylaxis Canada) by the first day the child is admitted and replaced when expired. A physicians note to carry their own Epi-pen or Auto injector is mandatory (where age appropriate)

Parents are required to advise the Supervisor/Administrator if their child develops an allergy, requires medication and/or any changes that need to be made on the Childs Individual Plan or treatment. Individual Anaphylaxis Plan will be revised yearly as directed by parent or physician.

Copies of the Individual Anaphylaxis Plan will be stored each Childs file, emergency backpacks, Policy and Procedure Binder, and are also posted in every room operated by the Childcare including the Childcare office.

### *4.3 Packed Lunches*

Givins/Shaw School Community Daycare promotes the healthy development of all children, recognizing the importance of a balanced diet. During Non-Instructional days, March Break, winter and summer break, parents/guardians/caregivers will be responsible for providing lunches to their children enrolled in the Kindergarten and School Age program. When bagged lunches are necessary the expectation is:

#### **Parent and Guardian's Responsibilities**

- The bagged lunch adheres to Canada's Food Guide.
- Lunch is provided in a labelled lunch bag with an ice pack.
- Parents/guardians may only provide food for their own children.
- If your child has a health related, special diet or any food related allergies, please let the centre know immediately so that arrangements can be made to provide an alternate food item or menu

#### **Staff Responsibilities**

- All surfaces will be cleaned with a cleaning solution (water and bleach mixture) prior to and after preparing and serving foods
- All children and staff will wash their hands before and after handling food
- Children in the kindergarten and school age programs bring their own bagged lunches from home. Those children will be closely monitored to ensure that the children eat only what they bring from home
- Children will not be permitted to share or trade lunch and snack items
- An alternate lunch will be provided if a child forgets their lunch. A courtesy call to the parent or guardian will be made and the food served will be recorded.
- Staff will closely supervise child with anaphylactic allergy during mealtimes and ensure they are not sitting near someone with a known allergen
- Staff will monitor each child's lunch and should a child's lunch consistently not adhere to Canada's Food Guide then they will work with the parent/guardian to provide sample menus.
- Sample lunch ideas/websites will be available at the Centre to support families.

## **5. MEDICAL/ HEALTH**

### *5.1 Illness*

Givins/Shaw School Community Daycare is committed to ensuring our Centre is a healthy space for everyone and expect parents/guardians to be active participants in that. Staff adhere to Toronto Public Health and Ministry of Education guidelines, see [Toronto Public Health COVID-19 Guidance: Childcare Centres website](#) for information and updates.

For everyone's wellbeing, sick children will not be admitted to the Centre. If a child becomes unwell during their time in our care, staff will isolate the child as best they can, and contact the parent/guardian to pick up the child as

soon as possible.

A child with a communicable disease (e.g., chicken pox, measles, mumps) will not be allowed in the Centre. Children may need to have a doctor's note stating they are fit to return after a communicable disease.

Examples of COMMUNICABLE DISEASES include:

*\*Refer to Toronto Public Health for current list\**

- Chicken Pox
- Whooping Cough
- Hepatitis A
- Impetigo
- Measles (Rubella)
- Mumps
- Pink Eye (conjunctivitis) until after 24 hrs of treatment
- Ringworm
- Rubella (German Measles)
- Scabies
- Strep Throat
- Tuberculosis
- Pneumonia

When a child develops the following symptoms, they should remain at home, or parents/guardians will be called to pick up their child:

- Temperature over 37.8°C
- Rashes that cannot be identified, or that have not been diagnosed by a doctor
- Diarrhea and/or vomiting
- Discharge or redness in the eyes and/or ears
- Pronounced lack of energy

***\*\* Children cannot return until they have been symptom free for 24 hours (48 hours for nausea/vomiting/ or diarrhea).***

## *5.2 Accidents/ Incidents*

Givins/Shaw School Community Daycare strived to provide a safe environment for the children to explore and grow. As children explore and test their limits, sometimes accidents cannot be avoided. Such accidents may result in scraped knees, bruises, bumps etc. If your child is injured at the Centre, the staff will provide immediate first aid, as needed. If the situation requires attention beyond basic first aid, we will contact your the emergency person(s) on file. Emergency Services (9-1-1) will be called if required.

Staff will provide an accident/incident report documenting the incident/injury. A parent/guardian's signature is required to verify that you were informed of the incident/injury. In instances where two or more children are involved (i.e. biting, hitting, aggression) accident/incident reports are filled out for both children, the child carrying out the action and the child receiving the action. A copy will be provided to parents/guardians.

If a child has a serious accident, staff will take the child to the nearest hospital immediately. Parents/guardians will be notified immediately, and arrangements will be made for a staff member to meet the parents/guardians at the hospital.

## *5.3 Serious Occurrences*

Givins/Shaw Daycare complies with all legislation regarding the reporting of serious occurrences, which supports the safety and well-being of all the children in our care. In alignment with the Ministry of Education's intent to provide greater transparency for parents/guardians, Serious Occurrence Notification forms will be posted on the information board outside of the daycare office to keep parents/guardians informed of reported serious occurrences

in our Centre.

## *5.4 Medication*

The staff are only able to administer prescription medication only. If your child requires prescription medication, it must be provided in the original bottle/packaging, clearly labeled with your child's name and instructions for administering.

Parents must also complete and sign the appropriate medication administration form before the medication can be administered by our staff. If your child requires a non-prescription or over the counter medication, it must be accompanied by a note from a medical practitioner.

A new medication administration form will need to be completed and signed whenever there any changes in medication or medication instructions.

For the safety of the children, we ask that parents hand any medication directly to the staff so that it can be securely stored away from the children's reach.

Parents are required to take home any expired or medication that is no longer to be administered to the child at the centre or for disposal at a pharmacy.

Emergency allergy, asthma, epilepsy, and diabetes medications may be carried by staff to ensure quick access. Children may carry their own emergency medications (as outlined above) with written consent.

## *5.5 Head Lice*

Head lice are tiny insects that live and breed on your head. Anyone who comes in close head -to-head contact with someone who has headlice can get head lice. Head lice are also spread by using hats, scarves, combs, hair ribbons, pillows or towels recently used by someone with head lice. They are a nuisance, but they do not cause any illness.

Management will notify the parents/guardians/guardian of the children if head lice have been found. The child should be picked up as soon as possible and kept at home until treatment is completed and the child no longer has lice.

## *5.6 Smoke – Free Daycare*

Givins/Shaw School Community Daycare is a smoke free and vape free environment at all time, regardless of whether children are present or not. This includes outdoor spaces that children use.

Smoking and vaping is prohibited in the following areas:

- All indoor spaces
- Outdoor grounds, including playgrounds and sporting fields
- Public areas within 20 meters of the school's grounds

Every staff/student/volunteer/parent/visitor is to be informed that smoking is prohibited.

The Centre will have "NO SMOKING" signs posted throughout the playrooms and in all washrooms. Any person who refuses to comply is in contravention of the Smoke-Free Ontario Act.

# **6. GUIDANCE AND COMMUNICATION**

## *6.1 Positive Guidance*

Group care may be challenging to some children at times. We realize that occurrences and disputes will occur among

children. Our goal is for children to learn respect for each other. We work to ensure that every child grows in their ability to respect the needs, the rights, the property and the feelings of other children in the daycare. We also work to help each child progress toward a stronger ability to self-regulate.

Our staff will use a positive guidance approach which is intended to foster desired behaviour rather than focus on poor behaviour.

A positive child guidance approach holds an emphasis on self-regulation as it governs how a child is able to deal effectively with stressors and then recover. Self-regulation is different from self-control or compliance in that it is not resisting an impulse, suppressing behaviour to avoid punishment or to receive a reward. Children who are learning to self-regulate in many ways can manage their own behaviour and learn how to take responsibility for their actions.

Some of our strategies are:

- Be responsive and attuned to children's individual cues
- Be an advocate for learning strategies that help children become/stay calm by encouraging the use of self-regulating skills such as taking a deep breath or choosing to sit quietly in a comfortable space
- Use descriptive language to help children learn to identify and express their feelings. Express that you recognize their feelings and their ability to self-regulate (i.e. "I can see you are upset. I am proud of how you took a deep breath and then used your words")
- Guide children through problem solving by asking them to identify their issue, think of alternatives, predict consequences, and to make decisions
- Staff will encourage children to verbalize their feelings rather than resort to physical action.
- Should the child continue to use negative behaviour and cannot be reasoned with, the child will be re directed or removed for a 'reflection' period away. In all incidents, staff will discuss with the child the reason for reflection time and the importance of the rule that was broken

If parents/guardians have concerns regarding a situation that includes their child with another, you must speak directly with a staff member, not with the child or children involved or with their parents/guardians/guardians.

## 6.2 *Prohibited Practices*

Under no circumstance will corporal punishment be used for behavior management. As well, the following control techniques will not be tolerated:

It is the responsibility as a staff, student, volunteer and parent/guardian to act in a positive and respectful way with children.

The following are **prohibited practices** as stated in CCEYA General Regulation 137/15 section (48) (a-f):

- a. Corporal punishment of the child (i.e. spanking, hitting, shaking etc.)
- b. Physical restraint of a 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 him/ 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 for the purpose of confining the child; or confining the child in an area / room without adult supervision, unless such confinement occurs during an emergency and is required as part of the daycares emergency management policy and procedure
- d. Using 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 (i.e. shouting, yelling, sarcasm, put downs)
- 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
- g. Sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the Early Childhood Educators Act, 2007).

The above prohibited practices apply to interactions between staff, students, volunteers and parents/guardians as well. Disrespectful or aggressive behaviour (such as yelling, hitting etc.) directed towards staff, students, volunteers or parents/guardians shall not be permitted by anyone on the premises of our center. Failure to comply with any or all of these policies may result in measures as stated below.

#### *Contravention of Prohibited Practices*

If a staff member or student were to implement any of these practices, the appropriate children's protection agency would be notified and disciplinary actions would be taken, including notification to the College of Early Childhood Educators as required. Incidents of this nature would also be reported to the Ministry of Education.

### *6.3 Management of Challenging Behaviours*

Our center provides care to all children and some children come with varying needs. Everyday occurrences (e.g. spats between children) should be dealt with by the staff present during the time of incident. It's recognized that in some extreme situations, staff may find themselves having to respond to a crisis using physical guidance as a method to defuse and or de-escalate a volatile situation. These incidents, however rare, may occur at the center. Physical restraint is only used in a situation where a child is in imminent danger of compromising the safety of themselves or others in the program.

Managing challenging behaviours is the responsibility of both staff and parents/guardians. Every effort will be made to keep you constantly aware of any difficulties or changes in behaviours. Destructive behaviours will be documented and reported to parents/guardians. If the behaviour continues a meeting will be held with management and staff where possible. Parents/guardians will be expected to work with the staff and their child towards manageable solutions to the issues. If professional assistance is warranted, then outside resources can be brought in with permission of the parent.

If the behaviour continues beyond a reasonable period of time, a meeting will be held with the parents/guardians, Management and the Board to discuss whether removal of the child is warranted.

### *6.4 Withdrawal due to Detrimental Behaviour*

It is not our intent to exclude children over normal developmental incidents that assist them in acquiring problem-solving skills.

The Board of Directors of Givins/Shaw School Community Day care have given Management the right to ask parents/guardians to remove their child (children) from the day care at any time due to detrimental behaviour to her/himself or others or threatens the safety of the environment of the day care. The length of this withdrawal or dismissal will be determined by Management and the Board of Directors.

The decision for suspension and/or withdrawal will be based on, but not limited to, the following types of incidents:

- Extreme physical acts against other children and/or Educators (hitting, biting, or any other form of physical threat or assault)
- Non-compliance of Educators direction
- Verbal attacks on other children and/or Educators, which includes the use of threats, name calling, as well as repeated profane or degrading language.
- Racial or other discriminatory incidents
- A child who leaves the Centre without permission and/or leaves the care of Centre Educators on or offsite.
- Any verbal or physical abuse by a child or child's family member.

However, as individual needs vary in terms of environment and program, some children may not benefit from the program offered in our Centre. We will make every effort to meet the needs of your child, which may require assistance of an outside agency. If the behaviours still occur and it's deemed that we are unable to meet the needs of you or your child, then services will be withdrawn with approval from the Board of Directors.

## *6.5 Approaches to Inclusion/ Children with Special Needs*

Givins/Shaw School Community Daycare strives to provide the best opportunity for all children to participate in activities together. Our programs enhance the growth and development of each child by exposure to a variety of learning experiences while socializing with other children. It is essential that all pertinent information specific to a child's unique needs be made available to staff at the time of registration inquiry. Communication between parents/guardians, staff and if available, other community partners who support children with special needs, can ensure that an individual child's needs are being met and resources are in place to ensure optimum success for the child. If it is determined that Givins/Shaw School Community Daycare cannot reasonably accommodate the unique needs of a child, we will arrive at that decision in consultation with the family and link them with local agencies that can support the required needs of the child. If the child has been withdrawn by the School, they will also be withdrawn by the daycare.

## *6.6 Report of Child Abuse*

Every person in Ontario is required under the Child and Family Services Act to report his/her belief that a child may be in need of protection. Child abuse includes any case of the following:

- physical abuse
- sexual abuse
- emotional abuse
- neglect

The law requires that anyone, especially those who are in a position of greater contact with children and responsible for their care and protection, must report any reasonable suspicion of child abuse immediately to the Children's Aid Society.

In such instances, the day care is compelled by law to break confidentiality. Parents/guardians will be notified in accordance with instructions given to staff by police and the Children's Aid Society. Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the Child and Family Services Act.

For more information, visit:

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

## *6.7 Communicating Information/ Parent Concerns*

At Givins/Shaw Day care we believe that a good program requires open lines of communication with parents/guardians. The day care is also a place for parents/guardians to meet other parents/guardians in the community, find out information about how their child is doing, and play with their children.

Communicating information to parents/guardians will take many forms:

- daily informal conversations
- personal meetings with day care Supervisor or staff
- Lillio messages and shared observations
- parent bulletin information boards
- board meetings
- e-mails

Please do not hesitate to speak to Management about any concerns you might have. Staff are always encouraged to listen carefully to parent concerns or complaints and do their best to resolve a situation. Issues or concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally or in writing upon request. An initial response to an issue or concern will be provided to parents/ guardians within 2 business days.

Any expressions of concern to Management of the daycare or staff must be conducted in private, not in front of the

children or other parents/guardians. Please communicate your desire to have formal interviews with staff concerning your child/children's progress and development. A date and time can be arranged at parents/guardians request through Management within 5 business days.

If you have a concern regarding a situation that includes children other than your own, we insist that you speak directly with the staff and not the child/ children involved.

Staff are required to keep observations of each child attending the Centre. Observations are based on AQI requirements (1 per child per week for preschoolers, and 2 per child per month for kindergarten and school agers). These are available to view via the Lillio app.

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

### *Purpose*

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

### *Definitions*

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

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

### *General*

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

All issues and concerns raised by parents/guardians are taken seriously by Givins Shaw Daycare and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

### *Confidentiality*

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

## **PROCEDURES**

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| Nature of Issue or Concern                                                                                                                           | Steps for Parent and/or Guardian to Report Issue/Concern:                                                                                                                                                                                                                                                                                                                                                                                                                    | Steps for Staff and/or Licensee in responding to issue/concern:                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Program Room-Related</b><br><br>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc. | Raise the issue or concern to <ul style="list-style-type: none"> <li>- the classroom staff directly or</li> <li>- the supervisor or licensee.</li> </ul>                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>- Address the issue/concern at the time it is raised</li> </ul> or <ul style="list-style-type: none"> <li>- arrange for a meeting with the parent/guardian within 3 business days.</li> </ul> Document the issues/concerns in detail.<br>Documentation should include: <ul style="list-style-type: none"> <li>- the date and time the issue/concern was received;</li> <li>- the name of the person who received the issue/concern;</li> </ul> |
| <b>General, Centre-or Operations-Related</b><br><br>E.g: child care base fees, hours of operation, staffing, waiting lists, menus, etc.              | Raise the issue or concern to <ul style="list-style-type: none"> <li>- the supervisor or licensee.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>                                                                                                                                                                                    |
| <b>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</b>                                                                                    | Raise the issue or concern to <ul style="list-style-type: none"> <li>- the individual directly</li> </ul> or <ul style="list-style-type: none"> <li>- the supervisor or licensee.</li> </ul><br>All issues or concerns about the conduct of staff, duty parents/guardians, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.                                   | Provide contact information for the appropriate person if the person being notified is unable to address the matter.<br><br>Ensure the investigation of the issue/concern is initiated by the appropriate party within 3 business days or as soon as reasonably possible thereafter.<br>Document reasons for delays in writing.                                                                                                                                                       |
| <b>Student- / Volunteer-Related</b>                                                                                                                  | Raise the issue or concern to <ul style="list-style-type: none"> <li>- the staff responsible for supervising the volunteer or student</li> </ul> or <ul style="list-style-type: none"> <li>- the supervisor and/or licensee.</li> </ul><br>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation. | Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.                                                                                                                                                                                                                                                                                                                                                                                            |

#### Escalation of Issues or Concerns:

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Parent Board of Directors at [gs.daycare.board@gmail.com](mailto:gs.daycare.board@gmail.com)

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

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

*Please note, it is not always possible to ensure that a parent or guardian is satisfied with the outcome or complaint. Givins/Shaw Daycare is bound by the policy and legislative requirements by the Ministry of Education/Youth and Family Services and City of Toronto Children's Services*

## 6.9 Parent Code of Conduct

We all have the right to be safe and feel safe in our Daycare community. All members of the Givins/Shaw School Community Daycare – management, children, parents/guardians, volunteers, staff and Board Members are to be treated with respect and dignity regardless of race, creed, sexual orientation, disability or any other grounds protected by the Ontario Human Rights Code. All adult members have the responsibility to act as models of good behaviour, positive interaction and communication.

Inappropriate behaviour, harassment, threat of violence or discrimination of any kind towards a child, volunteer, caregiver, parent, guardian, management, staff or Board Member will not be tolerated and could result in the family's expulsion from the daycare. This type of behaviour includes but is not limited to perceived harassment or perceived intimidation by written note, email, words, gestures, and/or body language. The expectation of respectful behavior and communication applies to interaction that takes place on daycare property or within the context of daycare activities or events. If at any point a member of the daycare community feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to Management, the Parent Board of Directors and/or licensee

## 7. POLICIES

### 7.1 Emergency Management

In the event of a fire, bomb threat, flood or any other situation in which there is immediate danger to being inside the building, we may need to evacuate staff and children from the child care facility. Our Emergency Management Policy has clear procedures set out for staff to follow to support the safety and well-being of everyone involved. Parents/guardians will be notified by email as soon as possible if the emergency situation has been given the all-clear from an authority. If normal operations do not resume the same day that an emergency has taken place, parents/guardians will be provided with information as to when and how normal operations will resume as soon as this is determined. A note will be posted on the childcare Centre entrances with information about the emergency, evacuation and the location to pick up the children, if it is possible and safe to do so.

**Our emergency evacuation site is Trinity Bellwood's Recreation site at 155 Crawford Street.**

### 7.2 Wait List Policy and Procedure

How our waiting list works:

Our Centre keeps an extensive wait list and operates at capacity all year round. It is highly recommended that you put your child's name on the wait list as early as possible. Applicants can do so by visiting our website and electronically filling out and submitting the waitlist list form.

If You Choose to Join Our Wait List:

- Once the form is completed with all the information as stated above, your child will be added to the wait list according to the date the application was received.
- Changes to any contact information, is the applicants' responsibility and the center should be notified of these changes
- Please contact our Centre once a year to confirm that you would like your child's name to remain on our waitlist. We annually review our list and remove names of those who have not been in contact with our Centre or are unreachable.
- Children will be removed from the wait list upon the following:
  - Parent/ guardians request
  - Child is too old for our programs
  - Family has moved/ out of district
  - Family is unreachable by provided contact information (phone/ email)

When admitting children into vacant spaces, we take the following into consideration:

- Date on the waiting list
- Priority status for siblings
- Children in the Givins/ Shaw School catchment area
- Children attending Givins/ Shaw Public School

Parents/guardians can contact the center to know where they are positioned on the waitlist, but please note that the considerations above may hold you down on the list. We maintain the privacy and confidentiality of all children's families on our waitlist

**Declining a Space:** We understand that the offer of a child care space might not come at a time that works for the family. If a parent declines an offered space, we can keep their child's name on the wait list in the same order and the space will be offered to someone else at that time.

Parents/guardians should be aware that we are unable to predict when a new space will come available for their child again.

## 8. PARENT HANDBOOK UPDATES AND REVISIONS

Parents/Guardians will be notified of any major updates or revisions to the Parent/ Guardian Handbook. Updated version will be available on the Centre website, as well as emailed to Parents/Guardians.

## 9. CLOSING STATEMENT

Through these policies, we strive to create an environment for children, their parents/guardians, and our staff that acknowledges and respects individual differences and helps to maintain a safe and engaging program. Our policies are updated regularly to reflect legislative changes. Any changed made to the parent handbook will be communicated to families, signed off by parents/guardians and kept in children's file.