HESTER HOW EARLY LEARNING CENTRE
POLICIES AND PROCEDURES

FAMILY HANDBOOK

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There are two lasting gifts we can give children,

One is roots . . . . . .

The other is wings . . . . . .

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INFORMATION HANDBOOK

Welcome to Hester How Early Learning Centre!

We are pleased to share with you

the early learning and care responsibilities for your child

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INTRODUCTION

Hester How Early Learning Centre (the "Centre") is located on the first floor, east side of Toronto City Hall. The hours of operation are 8:00 a.m. to 5:30 p.m. Qualified educators are on duty during these hours.

Hester How ELC is a not-for-profit workplace early learning centre, established in 1980, primarily for the use of the employees of the City of Toronto, but also serving families in the community. We serve children from infancy through to six years of age. There are twelve infants (aged 3 to 18 months), twenty toddlers (aged 18 months to 2½ years), twenty-four preschoolers (aged 2½ years to 4 years), and twenty kindergarten (aged 3 years 8 months to 5 years). Children who are eligible for grade 1 and turning six years of age before December 31st of any given year, may no longer attend the Centre after September of that year.

Hester How Early Learning Centre (ELC) is also a registered charity. Donations to the Centre help support special initiatives and programming at the centre. We have engaged CanadaHelps to help manage our donations and ensure appropriate accounting. This also means that donating is fast and easy, with an immediate delivery of a tax receipt. All major credit cards and PayPal are accepted. You may access the direct link to our fundraising page at CanadaHelps by visiting our web site and clicking on the Donate Now button.

PHILOSOPHY AND PROGRAM STATEMENT

We, the families and educators of Hester How Early Learning Centre, have made a commitment to provide a high-quality workplace early learning environment. We believe children grow best in a non-judgmental, non-sexist, anti-bias environment, where they are exposed to a variety of multicultural lifestyles and traditions. To enhance this growth, we promote a co-operative, sharing atmosphere, where questions and conflicts are dealt with in a supportive non-threatening manner.

At Hester How Early Learning Centre, our mission in programming is to provide play-based, flexible, adaptive, dynamic and high-quality experiences to meet the needs of every child in an inclusive environment.

We believe that children are competent, capable, curious and rich in potential, and that the four foundational conditions that are important for children to grow and flourish are: **belonging**, **well-being**, **engagement** and **expression**.

The principles of ELECT, Early Learning for Every Child Today, the Continuum of Development and “How Does Learning Happen” are used as the Early Learning Framework (ELF) to guide and support meaningful pedagogy.

We:

- Cultivate and support authentic, positive and responsive relationships and interactions to create a sense of **belonging** among and between children, families, educators, various resource consultants and the world around us, by creating a program that is inclusive, and fostering that sense of belonging by sharing observations and strategies while maintaining ongoing communication with families;

- Nurture children's health, safety, nutrition and **well-being,** and support their growing sense of self, by considering the overall development of the whole child and taking a holistic approach to our programming;

- Provide environments and experiences to **engage** children in active, creative and meaningful exploration, play and enquiry, by designing indoor and outdoor environments and experiences that spark curiosity, invite investigation and provide challenges that are responsive to individual capabilities, helping the children to extend the boundaries of their learning;

- Foster communication and **expression** in all forms, by modeling various, positive verbal and physical interactions, and encouraging the children to interact and communicate in a positive way, supporting their ability to self-regulate by giving them opportunities to take initiative, tackle challenges with enthusiasm and persistence, and cope with and adapt to challenges, frustrations and the unexpected in everyday living.

- Continually review and document the impact of the above strategies on the children and their families in each program at our monthly program educators meetings, at which time the strategies are modified as required.

- We believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children.

Above all, we recognize the connection between emotional well-being and social and cognitive development and the importance of focusing on these areas holistically.

The families and educators of Hester How ELC interact closely in order to establish a positive relationship, which in turn reflects upon the children. This partnership continues with active involvement in committee work and on the Board of Directors. The Board establishes the committees and policies of the Centre to support the above philosophy, thus creating the overall networking system that operates Hester How Early Learning Centre.

The complete, long version of our Program Statement is emailed to new families and is available on our website.

EDUCATORS

The director and the assistant director are full-time administrators. A total of seventeen full-time educators make up the team of program educators of the Centre, thirteen of which are Registered Early Childhood Educators (RECEs) and four of which are Assistant Educators. All RECEs are qualified professionals trained in Early Childhood Education and registered with the College of Early Childhood Educators. They all have appropriate degrees or diplomas from recognized educational institutions. All Assistant Educators have the same or related education and a variety of suitable background experiences. Professional development continues for educators through attendance at courses, workshops or by using their professional development days to visit other programs. A full-time housekeeper, is also employed by the

Centre to serve the hot lunch, prepare snacks and maintain the kitchen, as well as work part-time assisting in the programs.

The Centre also participates in the training of Early Childhood Education students by providing field placement opportunities. Students are closely supervised by the Centre's educators to ensure that they provide a high level of care, as well as have a valuable learning experience. Student participation is concentrated in the months from September to May.

MEMBERSHIP AND FEES

Families of children enrolled in the Centre and all members of the Board of Directors, whether they are parents in the Centre or not, are considered to be members of the Corporation. The Board of Directors is responsible for convening regular meetings, at intervals of no more than two months, which are open for attendance to the general membership of the corporation.

In 2022, Hester How ELC Opted-In to the Canada Wide Early Learning and Child Care Agreement (CWELCC), resulting in annual fee reductions until the eventual goal of $10/day child care fee. Additional fees that are not covered by CWELCC funding include: Late Pick-Up fees and NSF charges for NSF cheques. Please see attached Fact Sheet for current fees.

Regardless of a child's absence from the program, whether it be for vacation, illness, or any other reason, families are required to pay their full/assessed fee in order to maintain the child's space within the Centre. This includes payment for all statutory and civic holidays, including Easter Monday, Remembrance Day and other days on which City Hall closes.

In addition to the regular payment of fees, a deposit equal in amount to one month's childcare fees (this includes full fee and subsidized fees), based on the program in which the child is enrolled, will be payable by each family upon acceptance of their child in the Centre. A minimum deposit of $100.00 will be required for families that receive a full subsidy. The said deposit will be returned, and/or applied to fees owing, provided that a minimum of four weeks' written notice is given prior to the withdrawal of the child from the Centre. Otherwise, the deposit is retained by the corporation.

Fee payments are due on the 1st of each month and may be made by cheque or e-transfer. For cheque payments, you are required to provide 6 months of post-dated cheques, every January and July. For each month you may provide 1 cheque (dated the 1st of the month). N.S.F. cheques will be charged a $20.00 service charge and prompt repayment of the new fee balance will be required immediately, by cheque or e-transfer. Recurring N.S.F. cheques will require prompt replacement with a certified cheque or prompt e-transfer only.

For payments made by e-transfer, monthly payments are due on the 1st of each month, or half of the balance on the 1st and the other half by the 15th, and may be sent using the Centre's main email address, info@hesterhowelc.com.

Fee refunds requested by families will be considered by the Board of Directors on a case by case basis.

LATE PAYMENT OF FEES POLICY

If the cheque payment of fees is not made by the 1st of the month, nor an e-transfer made by the

5th of the month, the following steps will occur:

Step 1 A fee reminder will be emailed to the family.

Step 2 By the 10th of the month, a second fee reminder will be emailed to the family, advising that they have until the 15th of that month to either make payment in full or meet with the assistant/director to arrange a payment plan* that is acceptable to the Centre.

Step 3 If payment has not been made, or a payment plan not agreed upon by the 15th of the month, the family will be advised in writing/email, from the assistant/director, that this will be considered the 1 month notice of the withdrawal of childcare services (by 15th of the next month) should it be necessary to proceed to Step 4. If payment is made **in full** by the last day of that month, the child may remain in the Centre.

Step 4 If no payment is made by the last day of the month, the assistant/director will confirm with the family in writing that child care services are withdrawn effective the 15th of the next month, therefore the child can no longer attend the program after that date, the family's deposit will be credited toward the outstanding fee balance, and the family will remain liable for the remaining balance. The family will be given one final opportunity to make payment of the final outstanding fee balance or they will be placed in collections.

*Payment Plans: All payment plans must be agreed upon by the assistant/director and must be signed by the family. Failure to honour the payment plan will be reviewed by the Board of Directors on a case by case situation. Options may range from a revised payment plan to services being withdrawn.

Exceptions: Any exceptions to this policy must be approved by the Executive Committee of the Board of Directors.

WAITLIST & ENROLLMENT POLICIES AND PRIORITIES

When making enrolment decisions, the over-riding objective of the Centre, as a non-profit, is to maintain full enrolment in order to meet the economic needs of the Centre and its ongoing financial viability.

The following determines priority for enrolment at Hester How Early Learning Centre when a space is available:

- A child currently enrolled who is developmentally ready to assume a space in the next developmental group, specifically when the move is from infants to toddlers, toddlers to preschool or from preschool to kindergarten.

- A child on the Sibling Priority Waiting List (i.e. the sibling of a child currently enrolled, a child who is returning to care, the sibling of a previously enrolled child).

- A child on the City Waiting List (educators' and parents' permanent or continuing temporary employment with the City of Toronto or Hester How Early Learning Centre).

- A child on the Community Waiting List.

On any of the above mentioned waiting lists, consideration is given to:

- the date of application
- the date for which care is required.
- the age of the child(ren)

We protect and safeguard the personal information of families at all times and advise families of their status on the waitlist minimally every six months as families renew and update their application with us. There is no fee for joining the waitlist.

GRADUATION PROCEDURE

Educators in specific programs will discuss and determine graduations of all children enrolled in the Centre. Consultation with the assistant/director on individual graduations/moves of children may be requested by educators as determined. The developmental level, readiness and needs of each child are of primary importance when considering any graduations/moves; age of the child is the secondary consideration.

1. The educators will discuss and determine graduations of all children within the Centre. Our first come first serve waiting list policy means that the age distribution and ability to graduate children will vary. Children can only graduate as space is available. In the event that a child cannot graduate, educators have the opportunity and flexibility to plan and meet the needs of each child as the children are placed in small program groups.

2. The child's educator will discuss and decide with the next age group educator(s) which child will graduate to the next program (senior infants to toddlers, toddlers to preschool, preschool to kindergarten). The child chosen to graduate will be the child that all educators involved believe is the most ready at the time. Evaluating the child's readiness will involve consideration of their emotional, intellectual, social and physical development. Where more than one child qualifies for the graduation, consideration will be given to the senior birth date.

3. The centre will inform the family by email of a child's graduation date, usually with at least two weeks' notice. As a courtesy to other families, educators will let families know of a graduation when there is more than one eligible child and/or the children are very close in age.

4. Shortly afterwards, the new support educator will contact the family of the graduating child via Parent app to introduce themselves and to invite them in for an orientation to the new program.

5. When graduating to a new program, the orientation will include helping to familiarize the family with the new surroundings and answering any questions the family may have.

6. Generally, orientation lasts approximately 10-15 minutes and usually takes place over lunch/sleep time or at the beginning or end of the day to accommodate the family's and educator's schedules. Other requested time frames will be accommodated where possible.

The assistant/director will address any matters arising from any concerns of educators and/or families. The Hester How Board will not make recommendations on matters related to the graduation(s) of specific children unless they are proven to be related to Centre-wide policy.

CHILDREN WITH SPECIAL NEEDS

Hester How Early Learning Centre will make every effort to provide child care services for children with special needs if the program, educators, and space can accommodate these children. This determination will be made in consultation with the assistant/director, the educators of the Centre and resource/support staff, if applicable. Children enrolled who have been identified as having special needs will have an individual support plan on file at our Centre. The individual support plan will be inclusive and age appropriate for the age and development of the child.

DE-ESCALATING VOLATILE SITUATIONS

At Hester How Early Learning Centre children come to the centre with varying needs. We recognize that in some extreme situations (wherein a child is endangering themselves or others) educators may find themselves having to respond to a crisis situation using physical guidance as a method to defuse and/or de-escalate a volatile situation. These incidents, however rare, may occur at the Centre. Physical guidance is only used in situations where a child is in imminent danger of compromising their own safety or the safety of other children in the program. For more information please refer to Guidelines for De-escalating Volatile Situations.

WITHDRAWAL POLICY

When it is apparent to the assistant/director that the Centre's program, educators and/or space cannot accommodate the ongoing or future needs of a child currently enrolled in the Centre, the matter will be referred to the Hester How Board of Directors. The procedure will include documenting meetings with families and any support services; and notification to our Children's Services consultant. In the event that the Board considers a child's placement in the Centre to be not appropriate for the needs of the child, the Board reserves the right to request the withdrawal of any such child from the program with a month's written notice or, within a reasonable period of time.

If the parent(s) request(s) assistance and advice with respect to the appropriate referrals for the child's continued care and education, the Centre's assistant/director, with the support of the local community and/or governmental agencies, will attempt to advise and suggest alternative placements and/or appropriate care.

Any child who has a history of aggression will be assessed by the assistant/director, resource staff and program educators to determine the Centre's ability to guide/redirect such behaviour.

If the educators are not able to manage the aggressive behaviours, and following our Documentation, meetings with families and support services, and a process of consultation and notification with our Children's Services consultant, resource consultant, the Board of Directors, the child may be withdrawn from the Centre.

PROHIBITED PRACTICES

The Centre complies with the requirements of the Child Care and Early Years Act, 2014, Ontario Regulation 137/15 48 No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,

(a) corporal punishment of a child;

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

(c) confinement of a child in an area or room without adult supervision (unless such occurs during an emergency and child is supervised by an adult and such is required as part of the Centre's Emergency Management policies and procedures);

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

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

(f) infliction of any bodily harm on a child including making a child eat or drink against their will.

BEHAVIOUR GUIDANCE

All behaviour guidance, if required, is done so as to help the child become self-disciplined, which is the essential goal of disciplining. Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behaviour.

For the very young child, often redirection of the child's activities is the only form of discipline that is required. The educator is there to model the skills and the words that are needed to solve problems in a non-aggressive way. The first step with any discipline situation is to be sure that the child knows we care for them, even though we do not approve of what they are doing at the moment. Gradually the child will develop the language to deal with, and the ability to understand their conflict with others. In this way they will learn to solve many difficulties by co-operating with other children and adults.

For older children we view discipline as a learning process which can be effectively accomplished in two steps:

1. The child is given clear warning so that they can choose to stop the undesirable behaviour, for example, "If you throw sand at your friends you will have to leave the sandbox."

2. The discipline is an appropriate consequence of the action, for example, if the child throws sand again they would be removed from the sandbox.

The emphasis in the Centre is on the prevention of situations that require discipline. Educators always try to anticipate and defuse potentially difficult situations.

The educators are also aware that changes in a child's home life may affect their behaviour at the Centre. We therefore attempt to communicate with each family on a daily basis, sharing any pertinent information about their child's day. The educators and the assistant/director are always available and are happy to discuss any issues or concerns the family feels their child may be experiencing, in order to assist and maintain a close relationship between home and the Centre.

The educators recognize that children also learn from conflicts. They must, therefore, use their own judgment in allowing a child to solve some of their own problems if the situation is within the child's emotional, cognitive and physical ability to handle.

ADMISSION PERIOD – Family attendance in the classroom is restricted

The younger your child is, the more likely the child and you will find the separation difficult. Occasionally a preschool child will find the separation difficult, and the educators are sensitive to this fact. It is recommended that a family plans for at least two to three days of shortened attendance in the beginning, even if it means using precious vacation time, in order to ensure a good experience for both you and your child.

For example: **Day #1** Bring your child in as arranged by your child's support educator, for the approximately two-hour period. This will give your child time to get used to these new adults who will soon become part of their extended family.

Day #2 Bring your child in at what would normally be your arrival time and have your child stay until lunch time.

Day #3 Let your child know you are leaving but will return soon and then leave without any long good-byes. Come back right after nap time

A crying child will be comforted and cared for by the educators on a one to one basis. They understand the child's fears and the family's concerns. When you say goodbye to your child, say it with a big hug and kiss, and then go. The educators will respond to your child quickly if they are upset as you leave.

One of the real assets in a workplace early learning centre is the proximity you have to your child. If you are close by you can come quickly if your child is ill. If your lunch hour corresponds to your child's lunchtime, you may wish to spend some of your time visiting with your child, outside of the program.

ARRIVAL AND PICK UP

Infants and young children depend on regular arrival and departure hours for their own security. All children benefit from a specific contact between their family and their educators in the morning. Please notify an educator of your child's arrival and departure.

No child will be released to any person other than the authorized guardians, unless prior authorization is given to the Centre staff. Written or emailed notice is preferred.

HOURS OF OPERATION

The Centre operates year-round, Monday to Friday, from 8:00 a.m. to 5:30 p.m. It closes for all statutory and civic holidays, including Easter Monday, Remembrance Day, and other days on which City Hall closes. On Christmas Eve and New Year's Eve the Centre closes at 2:00 p.m. Families are responsible for arranging alternate care on these days.

We request that your child arrive before 9:30 a.m. in order to take full advantage of the day's program. When your child is sick, late or will not be in that day, please contact the educators before 9:30 a.m. It is necessary for families to pre-arrange back-up childcare for emergencies or illness. Children should be picked up no later than 5:30 p.m. Please notify the educators if your child is to be picked up earlier or later than usual.

SAFE ARRIVAL AND DISMISSAL

When a child will not be attending child care families must:

- Contact the centre by 9:30 a.m. Families can message staff directly using the Parent App, email the centre at info@hesterhowelc.com or call 416-392-7981. The email or voice message must include: 1) absent child's name, 2) date(s) of absence and 3) reason for absence.
- If there are any changes to the child's pick-up procedure it is the family's responsibility to communicate this to the centre staff (i.e., someone other than the parent/guardian picking up).
- Where there are legal custody documents, it is the responsibility of the main caregiver to provide us with a copy of the documents which we will keep on file and follow release of the child/ren accordingly.

When accepting a child into care at the time of drop-off, program educators in each program must:

- Greet the family and child
- Ask the family how the child's evening/morning has been and do a general wellness check.
- Document any changes to the child's pick-up procedure in the daily log (i.e. if someone other than the family is picking up). Where the family has indicated that someone other than the child's family will be picking up, the educator must confirm that the named individual is listed on the registration form, as an authorized person who can pick up the child or where the individual is not listed, ask the family to provide written authorization for pick-up (e.g. note or email).
- Sign the child in on the classroom attendance record.

When a child does not arrive at the centre as expected and the family has not communicated a change in drop-off routine (e.g. left a message or advised the closing educator at prior day's pick-up), the educator in the program must:

- Attempt to contact the child's family via Parent App, within one hour of the child's anticipated arrival time.
- If no response is received from the family within 20 minutes, the program educator will attempt to contact the family via the telephone numbers available on file, leaving a message if possible where there is no answer.
- In the event that the program educator is unable to connect with the family using any of the above means within the next 20 minute period, the program educator will inform the Assistant/Director, who will follow up by sending an email to the family.
- If, after all of the above attempts, there continues to be no response from the family confirming the child's whereabouts, it will be understood that the child is absent for the day and the absence will be recorded on the classroom attendance.
- A notation in the program's daily log book will be made to document the attempts that were made to contact the family of the absent child.

The Centre ensures that every child in its care is only released to the child's family or to an individual for whom the family has provided written authorization to pick up their child.

The educator who is supervising the child at the time of pick-up shall only release the child to the child's family or to the individual for whom the family has authorized to do so in their absence. When the educator does not know the individual picking up the child (i.e. the new family or authorized individual), the educator will ask the family member/authorized individual for photo identification and confirm the individual's information against the individual's name on the child's Registration form or written authorization.

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

In the event that a child is not picked up by family/authorized person by 5:30 p.m. and the family has not contacted the Centre, the educator on duty shall observe the following procedures:

1. Check the answering machine.

2. Attempt to reach the family at all work, cell and home numbers listed for them on the child's *Emergency Information & Permission* sheet.

3. If the family cannot be reached, try them again at 5:45 p.m.

4. If they still cannot be reached, telephone the emergency contact persons listed on the child's *Emergency Information & Permission* sheet.

5. If the emergency contact persons cannot be reached, notify the assistant/director:

   Ingrid Ivis, Director
   Debbie Jagdeo-Sammy, Assistant Director

NOTE: THE EMERGENCY CONTACT PERSONS NAMED IN THE FILE ARE THE ONLY PERSONS (OTHER THAN THE FAMILY, POLICE OR CHILDREN'S AID SOCIETY) TO WHOM EDUCATORS CAN LEGALLY RELEASE THE CHILD WITHOUT EXPLICIT INSTRUCTIONS DIRECTLY FROM THE FAMILY.

6. Notify City Hall Security that you are alone with a child (416-392-7149).

7. If the child is not picked up by 7:00 p.m., and there has been no response from messages left for family/emergency contact people, call a Children's Aid Society and the police:

Children's Aid Society	416-924-4640
Catholic Children's Aid Society	416-395-1500
Jewish Family and Child Service	416-638-7800
Toronto Police at 52 Division	416-808-5200

NOTE: DO NOT TAKE THE CHILD TO THE POLICE STATION OR TO A CHILDREN'S AID SOCIETY BY YOURSELF.

8. Late charges will apply.

LATE PICK-UP POLICY

Children should be picked up no later than 5:30 p.m. Families who are late picking up a child will be charged a late fee. After 5:30 p.m. the following fees will apply:

A fee of $10.00 will be imposed for the first 5 minutes (or any part of), and, $2.00 for each additional minute.

Late fees are due at the time of the late pick-up and families will be asked to sign our late book.

When it is not possible to immediately pay the late fee, the family will receive an invoice. The fees are payable within five days to the educator who was on duty with the late child, in recognition of their overtime.

If late fees are not paid within five days they will be subject to the same procedures as for the collection of overdue fees. This policy is meant to be a deterrent to late pick-ups and continual lateness may be subject to other action on the part of the Centre.

For more information, please refer to Emergency Procedures When a Child Is Not Picked Up.

WEATHER POLICY

The daily schedule for all children in the Centre includes visits to the playground, once in the morning and once in the afternoon each day, weather permitting.

Rainy weather may prevent visits to the playground but programs may choose to participate in walks around the roofed perimeter of the building and square.

During seasons of extreme weather, the local weather forecast is closely monitored to determine when time outdoors may need to be reduced or in some cases, avoided altogether.

In the summer months, heat warnings and the air quality health index is closely monitored to determine whether it is safe to participate in outdoor play and/or if reducing time outdoors is recommended.

In the winter months, low temperature readings and wind chill forecasts will determine whether or not the children will participate in outdoor play and/or if the time outdoors will be reduced.

In all circumstance, educators will exercise their best judgement for the children's comfort while outdoors.

In particular, the children at Hester How will not go outside when the base temperature is -15`C or colder (-10`C or colder for infants), which is informed by the guidelines of the Canadian Paediatric Society.

HEALTH POLICIES

The health policies of the Centre take into consideration the responsibilities of working families, while maintaining the safest possible environment for the children.

In accordance with the Childcare and Early Years Act, a signed and fully documented Immunization Record and an Emergency Consent form must be presented by the child's first day of attendance. Subsequent immunizations given to the child must be promptly reported to the Centre's assistant/director so that they may be recorded on the child's immunization record.

Families must keep a child at home who is suffering from vomiting and/or diarrhea. If a child becomes ill during the day, their family will be notified and asked to pick them up as soon as possible. In a case where a child has had two or more bouts of diarrhea or one or more bout of vomiting, they may not return to the Centre until their condition has been normal for 48 hours.

Fever is very common in childhood. Most often, fever is caused by an infection, but it may also result from some other illness. Fever is not caused by teething. The degree (or height) of a fever does **not** tell you how serious the illness is rather, the child's behaviour is generally the most important factor. A child with a mild infection could have a very high fever, while a child with a very severe infection might have no fever at all. Fever alone may not result in your child's exclusion from the Centre. Your child may continue attending the facility if feeling well enough to take part in the activities. Your child has a fever when:

- the rectal temperature is 38'C (100.4'F) or higher
- the auxiliary (under the armpit) temperature is 37.5'C (99.5'F) or higher
- the inner ear temperature is 37.3`C (99.1`F) or higher

If your child has a temperature of 38.6'C (101.5'F) taken under the arm, they may not attend the Centre as a fever this high usually indicates an infection. You will be asked to pick up your child from the Centre and your child may return to the Centre after they have been <u>fever-free for 24 hours</u> (not just overnight) without the aid of medications, such as Tempra/Tylenol/Advil or Motrin. It is important for you to contact your physician if your child's condition worsens.

In addition, contact a physician if your child exhibits any of the following behaviours/symptoms:

- is excessively cranky, fussy or irritable
- is excessively sleepy, lethargic or unresponsive
- is persistently wheezing / coughing or has difficulty breathing
- has a rash and / or change in skin colour
- has any other signs of illness that worry you.

NOTE: Any child younger than 6 months of age with a fever **or** any child with a fever and any of the symptoms listed above **should not** attend the Centre, and, if in attendance, **will be** sent home with the recommendation to be seen by a physician before continued attendance at the centre. Your child may return to the Centre after your physician has made a diagnosis and started therapy, and if your child is feeling well enough to take part in activities.
Note: Child may return to the Centre after being fever free for 24 hours without the aid of fever medication, e.g. Tempra, Tylenol, Advil, Motrin

(Source: Wellbeings, Canadian Paediatric Society)

Families should report a child's absence due to illness, each day that the child is to be away. Families should also report a child's exposure to a communicable disease (such as chicken pox, pertussis, measles, etc.). The child may attend the Centre until they show symptoms of the disease. Families should be especially alert to any signs of illness in an exposed child, and should not send a child to the Centre who seems at all unwell. The assistant/director will also post a note via email/Parent app, if any child in the Centre has contracted a communicable disease, so that other families can watch for symptoms. Please be sure to keep the Centre informed and up to date about concerns you may have with respect to your child's health.

MEDICATION PROCEDURE

A family wishing their child to receive medication must complete a Medication Record. The information required includes date and dosage to be given, time(s) to be given, complete name of the medication and the parent/guardian's signature.

The educator administering the medication and a witness will also sign the form noting the times at which the medication was given.

Only those medications obtained through prescription, or by a doctor’s note of a legally qualified medical practitioner, and in the original container, shall be administered to any child in attendance at the Centre.

We also ask that the educator be informed of any medication given to the child before arrival at the Centre, since even ove-the-counter remedies may affect a child's behaviour.

EMERGENCY MANAGEMENT POLICY AND PROCEDURES

The purpose of this policy is to provide clear direction for our educators to follow in order to deal with emergency situations while supporting the safety and well-being of everyone involved, resulting in the safest outcome possible.

Educators will follow the emergency response procedures outlined in this document in these

three phases:
1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery.

Educators will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.
For situations that require evacuation of the Centre, the initial Meeting Place to gather is outside the Centre's Bay Street exits, in groups by the raised treed gardens.

If it is deemed Unsafe to Return to the Centre, the evacuation site to proceed to is located at: Toronto Eaton Centre Child Care, 14 Trinity Square, 416-340-9651(located diagonally across Bay Street from the Centre, with the entrance being between the Marriott Hotel and Trinity Church.)

Note: All directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations other than those listed in this policy. For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If an emergency situation occurs that is not described in this document, the director/assistant director, using their best judgement, will provide direction for the educators to follow for the immediate response and the next steps.

If an emergency situation results in a serious occurrence, the Serious Occurrence Policy and Procedures will also be followed.

All emergency situations will be documented in detail by the director/assistant director.

In addition, for emergency preparedness, fire drills are practiced monthly and emergency bags are checked quarterly and supplies replenished, as needed.

Family emergency contact information is checked and updated as children transition between groups, or as required.

For more information, please see the document in its entirety titled *Emergency Management Policy and Procedures.*

Additionally, to ensure that families are immediately accessible in case of emergency, it is essential that the Centre be notified immediately of any changes in home address, employment address, phone numbers, email address, etc.

If for any reason a family member is not at their place of employment (i.e. meetings, etc.), they are requested to make sure that someone at the place of their employment will have a number or an alternate means to ensure that they can be reached. We ask that each family member arrange an alternate person(s) whom we can contact in an emergency if the parent/guardian is unavailable.

The Centre uses accident/illness forms to report any illness or incident which results in an injury to a child. If your child has an accident, it will be recorded, indicating all particulars of the occurrence and will be signed by the educator who cared for the child, and the assistant/director. The educator will send the report through the Parent App and keep the original in the child's file, and they will make every effort to discuss the occurrence with the

family. If sending the report on Parent App is not available, a paper copy of the report will be available for the family to sign. To protect the privacy of our families and children, in the event of an altercation between two or more children, a report to each child's families will be filled out, but in each report, the other child will remain anonymous.

TEMPORARY DISRUPTION OF SERVICE - EMERGENCY CLOSURES

Any type of temporary closure of the Centre has historically been a very rare occurrence at Hester How ELC.

In the event of a sudden occurrence warranting that we immediately vacate the premises, e.g. a fire or burst pipe, our short-term evacuation site is Toronto Eaton Centre Child Care, just across Bay Street and behind the Marriott Hotel.

For extreme weather, municipal strike, or other health and safety matter affecting the building or occupants of City Hall, the decision to close rests with City Hall officials, in which case Hester How ELC closes when the building closes.

If the Centre is forced to temporarily close due to other unforeseen circumstances, i.e. provincial order due to an epidemic, such as COVID-19, the Board of Directors, in consultation with the Ministry of Education and Toronto Public Health, will determine when regular operations may resume.

When an unforeseen closure occurs, the Centre continues to rely on the collection of fee payments during the closure to support the continued expenses incurred.
A portion of childcare fees may be refunded and/or credited for unforeseen closures lasting longer than two weeks, at the discretion of the Board of Directors.

FOOD/NUTRITION POLICY

Hester How Early Learning Centre strives to maintain a peanut/nut/allergen-safe centre. Nut-containing foods have been eliminated from our menus.

As per our Anaphylaxis policy and our concerns about allergies, choking hazards and nutrition, no outside foods are to be brought into the Centre by our families. Families and children consuming food while travelling to or from the Centre must do so outside of the premises of the Centre/playground. The following exceptions may be made:

- Storage of milk and juice containers, labelled for an individual child and intended for the going home commute, will be permitted in program fridges.

- Infant room families may bring in food items to substitute for or supplement the menu (must be in original package or in a sealed **labelled** container and **nut-free**).

- Special dietary requests that we cannot provide on our menu (i.e. nutritional requests based on health, special need or religious requirements), once they have been reviewed by the assistant/director on an individual basis.

- Food items brought to field trips outside of the Centre (please ensure that the food items you bring are **labelled** and **nut-free**).

Our lunches are catered. Snacks, hot lunches, and beverages are provided for all but the youngest infants still on strained food and formula. Families of infants must provide their own formula, bottled beverage, infant cereal, strained food, etc.

The caterer's nutritionist reviews their four-week lunch menu that is seasonally adjusted to ensure that top nutritional value is received by the children. The menu is posted in each program, and outside the kitchen for your easy reference. Copies of our current four-week menu are available by e-mail upon your request.

If your child has food allergies or is on a special diet, please notify the educators so that proper arrangements/substitutions can be made concerning meals.

For birthdays, a nut-free cake/loaf and frozen yogurt/ice cream is provided by the Centre. The distribution of loot bags, candy, gift items, etc., amongst the children/cubbies, **is not** permitted. The distribution of cards (greeting, special occasion, invitation, etc.) amongst the children **is** permitted.

For graduations and "last day" celebrations, the regularly scheduled snack will be served. These celebrations will include a diploma, graduating hat, songs, photos, etc.

ANAPHYLAXIS POLICY

Anaphylaxis is a severe allergic reaction that can be fatal. Hester How Early Learning Centre strives to create a safe and allergen free environment. While we recognize that factors beyond our control may contaminate our environment, we are not able to guarantee a 100% 'nut-free' (or other allergen-free) environment.

We live in a world that is contaminated with potential allergens. For an anaphylactic person, the key responsibility to avoiding allergens lies with the anaphylactic individual and their family. In the case of a very young anaphylactic child, the child care community must also be aware. Our approach is to regularly educate our community and solicit the cooperation of families, and to set in place procedures that are designed to safeguard the anaphylactic child.

In short, the risk of accidental exposure to an allergen has been significantly reduced, although it can never be completely removed. For more information please refer to the full Anaphylaxis Policy.

CLOTHING

Each child's clothing should be clearly marked to prevent loss or confusion. It is suggested that mittens and gloves be fastened with clips or a long cord. Outdoor clothes should be removed by the family upon arrival at the Centre, and placed in the child's cubby. All children need to have an alternate pair of shoes/slippers for indoor use as their outdoor shoes are not permitted in the playrooms.

To ensure that each child can play outdoors every day, it is essential that their clothing is adequate. Mittens, boots, etc., are necessary for inclement weather.

Because sudden changes in the weather can occur, especially in the spring and fall, an extra sweater or jacket left in the Centre is advisable. Extra under-clothing should also be available.

It is always advisable to keep 2-3 extra changes of clothes at the Centre for your child. During water play, when toilet training, or as a result of spills children may require more than one change in a day.

When the Centre's clothing is loaned, to enable a child to return home in dry clothing, the family is requested to wash the item and return it to the Centre as soon as possible.

We will try our best to see that clothing is not lost, but we cannot be responsible if something is removed from your child's cubby. We are as careful as we can be to see that wet or soiled clothes, labelled with your child's name, are put in the proper cubby.

TOYS FROM HOME

Generally the Centre discourages children from bringing toys from home. These items may create conflicts among the children. No toy guns are allowed under any circumstances.

An exception may be made, however, for toys or items which have special emotional significance for the child. Examples of such items are teddy bears, books or blankets which may help the child to sleep during their initial transition. Educators will also sometimes request that families bring in a toy from home as part of an organized curriculum activity (i.e. show and tell).

BLANKET AND SHEETS

The Centre will provide sheets and blankets for all cribs and cots. The Centre will ensure the laundering of all used sheets and blankets weekly.

DIAPERS

Parents are required to provide diapers for their children. Please ensure that an adequate supply is on hand at all times.

TOILET LEARNING

An extra supply of labelled training pants/underwear/pants/socks must be provided for children who are in the toilet learning stage. Educators and families will work closely together to ensure that training is consistent. Please discuss any concerns or goals for your child with your child's support educator.

FIELD TRIPS

We believe that field trips and community outings are an asset to our regular program for children from infants to six years. Families will be notified in advance of any trips for consent and advised of any admission or other fees involved. Families are encouraged to assist in these activities by volunteering their time and/or giving suggestions. Please refer to our Family/Volunteer Policy.

Criteria for location of trips includes: plenty of available shaded areas for rest periods and for opportunity to play out of direct sunlight; conveniently located and adequately maintained washroom facilities; convenient access.

Areas to be avoided include: overcrowded destinations and areas that may contain hazards for young children (traffic, low walls or lack of walls/fencing, heavily littered areas, etc.)

Ratios for trips:	Infants:	1 adult for 3 children (short walking trip)
		1 adult for 2 children (full day walking trip)
	Toddlers:	1 adult for 5 children (short walking trip)
		1 adult for 3 children (full day walking trip)
	Preschool:	1 adult for 8 children (short walking trip)
		1 adult for 4 children (full day walking trip)
		1 adult for 2 children (when using TTC)
	Kindergarten:	1 adult for 10 children (short walking trip)
		1 adult for 5 children (full day walking trip)
		1 adult for 2-4 children (when using TTC)

For each group of children travelling together there will be one checklist with the names of all the children present, and it will be checked by the educators prior to and immediately following each transition.

Each child will wear a Hester How T-shirt/smock on every trip.

All families who sign up for trips are advised that they are considered in the adult ratio and in order for the trip to take place, family members who have to cancel should arrange for an alternate in their place.

The educators will take along accident forms and adequately stocked first aid kits and at least one regular full-time educator will be on each trip. Emergency I.D. cards for the children are carried with the group's first aid kit. The educators will remind families to keep their emergency information on file up to date and will review safety guidelines and expectations with older children prior to each trip.

FAMILY MEETINGS

The Annual General Meeting is held once a year, to determine overall policy matters and to elect new members to the Board of Directors. This meeting is generally held in the evening.

Family interviews may be arranged with your child's educator or the Centre's assistant/director, at any time, upon your request.

BOARD OF DIRECTORS

Meetings of the Board of Directors, generally occur at lunch time, once a month, online via Zoom. Parents and educators may attend any Board meeting unless the meeting is In Camera (in discussion of highly confidential matters).

The Board is the policy and decision-making body for the Centre. If families are interested in knowing, or learning, more about this aspect of the Centre, the Centre's by-laws and a

description of the key responsibilities of the Board of Directors are available for reading.

The Board of Directors provides representation that will ensure that the various points of view of all groups will be considered when policies are established or changed.

FAMILY - EDUCATOR INVOLVEMENT

All members of the corporation (families and educators) are encouraged to join standing committees maintained by the Board of Directors, as required.

The Centre can only be as good as the members of the corporation want it to be.
To ensure that it meets the goals and concerns of both families and educators, all members are encouraged to give their time and participate in any special activities that the educators carefully plan for the children, especially outings and/or celebrations, as well as activities organized by the Board of Directors or by the standing committees.

Some of the benefits derived from spending some time with the children at the Centre, or on trips, are:

- families get a first-hand look at what their children do when they are away from home and can have a little fun themselves; and,

- families develop a better understanding of what their children need on trip/event days and what takes place on these trips/events. This, in turn, helps the educators to organize the children for the trips/events more efficiently and gives families greater peace of mind when they're not able to accompany their child's group on a trip/event day.

FAMILY ISSUES AND CONCERNS POLICY AND PROCEDURES

Families are encouraged to take an active role in our early learning centre and regularly discuss what their child(ren) are experiencing within our program. As supported by our program statement, we support positive and responsive interactions among the children, families and childcare educators, and foster the engagement of and ongoing communication with families about the program and their children. Our educators are available to engage families in conversations and support a positive experience during every interaction. All issues and concerns raised by families are taken seriously by the educators of Hester How Early Learning Centre and every effort will be made to address and resolve all 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 family will respect and maintain the confidentiality of all parties involved. An initial response to an issue or concern will be provided to a family within two (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.
For more information, please see the document in its entirety titled, *Family Issues and Concerns Policies and Procedures,* as an attachment at the end of this Handbook.

WITHDRAWAL OF CHILD CARE SERVICES DUE TO FAMILY BEHAVIOUR

Hester How Early Learning Centre wants to work co-operatively with families in the

best interests of the child/ren in our care. From time to time, it may be necessary to attend meetings to discuss issues, concerns and possible changes to the services and care provided to your child/ren. All meetings will be documented. Families are asked to collaborate with the Centre's educators to ensure that any concerns or difficulties are handled in a timely manner. If a family refuses to co-operate with this process and/or declines to attend a meeting with management to resolve the issue and/or the Centre/Board of Directors believes the educators are being harassed, threatened or treated without respect or dignity, the child/ren may be withdrawn from the Centre. Five (5) days notification will be given to our Children's Services Consultant and the President of our Board of Directors of the withdrawal and the reason for it. Any appeal or re-instatement of a withdrawn child may be brought to the Board of Directors for further investigation. The family's last month deposit may be retained by the Centre.

POLICIES AND PROCEDURES

The following policies and procedures have been developed, adopted and are followed to ensure a safe, welcoming environment for all children, families and educators of Hester How:

- Access, Equity and Inclusion Policy
- Accessibility Policy
- Anaphylaxis Policy
- Anti-Racism Policy
- Behaviour Guidance Policy & Procedures
- By-Laws
- Child Abuse Policy and Procedures
- Children of Educator Policy
- Code of Ethics Policy for Board Members
- Confidentiality of Information Policy
- Conflict of Interest Policy
- Disconnecting from Work Policy
- Educator Guidelines for Deescalating Volatile Situations
- Educator Handbook
- Educator Involvement in Disputes Policy
- Electronic Monitoring Policy
- Emergency Management Policy
- Emergency Proc When Child Not Picked Up
- Employment of Relatives Policy
- Family Guardian Volunteer Policy
- Family Handbook including Family Issues and Concerns Policy and Procedures
    - Enrolment and Waitlist Policy
    - Nutrition Policy
    - Weather Policy
    - Withdrawal Policy
- Financial Management Policy
- Health & Sanitary Practices Policy
- Human Rights/Anti-Harassment/Non-Discrimination/Accommodation Policy
- Incident Investigation & Conflict Resolution Policy
- Late Pick Up Policy
- Medical Needs CHCP
- Medication Policy
- Monitoring Compliance and Contraventions
- Occupational Health & Safety Policy
- Playground Safety Policy
- Playground Supervision Guidelines
- Police Reference Check and Vulnerable Sector Screening Policy
- Program Statement
- Program Statement Monitoring

- Prohibited Practices Policy
- Provincial Wage Enhancement Policy
- Safe Arrival and Dismissal Policy
- Safe Drinking Water Policy
- Safety procedures/Counting and Accountability
- Scented Products Policy
- Self-Regulation Policy
- Serious Occurrence Policy and Procedures
- Sleep Monitoring Policy and Schedule
- Student Info Handbook
- Student/Volunteer Supervision Policy
- Sun Safety/Smog Alert Policy
- Training and Development Policy
- Workplace Anti-Harassment Policy
- Workplace Anti-Violence Policy
- Workplace Substance Management Policy

Some of these have been included in this handbook, in full or abbreviated form. All policies and procedures are available from the office, emailed to enrolled families and are also posted on the main bulletin board outside the office.

We wish to draw your attention to the City of Toronto's Assessment for Quality Improvement (AQI) which prescribes clear expectations and service standards for all child care providers who have a service contract with the City. It also serves as a self-evaluation and planning tool for operators and educators. The validated tool is used by the Quality Assurance Unit to assess quality in early learning programs. The results of the "snap shot" of the AQI visit are posted on the Children's Services website and we encourage families to discuss the results with us.

In addition, the AQI highlights the following Hester How documents which families are required to review prior to admission to the centre:

- Access, Equity & Inclusion Policy
- Accessibility Policy
- Behaviour Guidance Policy and Procedures
- Child Abuse Policy
- Family/Guardian Volunteer Policy
- Family Issues Policy (in Family Handbook)
- Health and Sanitary Practices Policy
- Philosophy Statement (in Family Handbook)
- Program Statement
- Safe Arrival and Dismissal Policy
- Sleep Policy
- Wait List and Enrolment Policies and Priorities (in Family Handbook)
- Withdrawal Procedure (in Family Handbook)

MINISTRY INFORMATION ABOUT CHILDCARE & LICENSING

The Ontario government is committed to increasing transparency and family access to information about licensed child care programs across the province. The licensing inspection conducted at this childcare centre includes an inspection summary of requirements and recommendations, showing how well the Centre did on the date of inspection and is posted on the main office bulletin board. The Centre is given clear instructions on any non-compliances or recommendations and how to meet requirements.

We encourage you to speak to the assistant/director for an explanation of the inspection findings. The operator can show you the detailed inspection report.

More information about child care and licensing is available on the Ministry of Education website at www.ontario.ca/licensedchildcare. Questions or complaints to the Ministry can be made by calling 1-877-510-5333 or by emailing childcare_ontarion@Ontario.ca.

STUDENTS AND VOLUNTEERS

Purpose:
Help support the safety and well-being of the children
Provide direction to volunteers and placement students

Direct unsupervised access (i.e. when an adult is alone with a child) is not permitted for any person who is not an employee of Hester How Early Learning Centre.

Students on placement may not be counted in the staffing ratios.
No child shall be supervised by a person under 18 years of age alone.

Students/volunteers are given an orientation to the Centre prior to providing care to the children which includes:

- Checking of the student/volunteer's police reference check
- Outlining expectations of the student/volunteer while placed at the Centre
- Outlining of policies required for review (with a copy to be read in detail and signed off on)
- Being assigned an experienced and qualified R.E.C.E. as their main liaison for feedback, support, etc.

FURTHER INFORMATION

If you want to know more about the Centre, the assistant/director and educators welcome your questions. Once your child is enrolled, the educators in all of our programs, and specifically the support educator assigned to your child, will discuss with you your child's progress when completing the LookSee Developmental Screening Tool.

We invite and encourage you to ask the educators about the program and/or any matters of concern to you. If families wish to discuss their child's progress or adjustment in greater detail than is possible during normal program times, they are welcome to arrange an appointment with the educator.

As new policies are developed or when the Family Handbook is modified, the revised version will be added to the policy binder once it has been approved by the Board of Directors.

Please see our Family Issues and Concerns Policy and Procedures attached.

Hester How Early Learning Centre

Family Issues and Concerns Policy and Procedures

Reviewed: October 2026	Approved by Board of Directors: October 30, 2026

Policy

Families are encouraged to take an active role in our childcare centre and regularly discuss what their child(ren) are experiencing within our program. As supported by our program statement, we support positive and responsive interactions among the children, families and child care educators, and foster the engagement of and ongoing communication with families about the program and their children. Our educators are available to engage families in conversations and support a positive experience during every interaction.

All issues and concerns raised by families are taken seriously by the educators of Hester How Early Learning Centre and every effort will be made to address and resolve all 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 family will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to a family within two (2) business days. 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 families, children, educators, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct

Our Centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.
If at any point any family member or educator feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the assistant/director.

Concerns about the Suspected Abuse or Neglect of a Child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a family member expresses concerns that a child is being abused or neglected, that family member will be advised to contact the local Children's Aid Society (CAS) directly.

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

For more information, visit
http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx

Background

This procedure encourages a person who has an issue/complaint to make every effort to discuss the issue/complaint directly with the person involved. If the person is uncomfortable or unsure about how to proceed, they may consult with the assistant/director of the Centre or the president of the board.

Definition

An issue/complaint may involve a complaint about the Centre, its operation, the program or the conduct of educators, students, volunteers or families. The person complaining may be a family member, educator, student or another person or organization.

Procedure

1. All issues/complaints will be investigated in accordance with the "Complaints Procedure" in Appendix 1 of this policy.

2. An issue/complaint Report, provided in Appendix 2 of this policy shall be filled out for all incidents.

3. The subject of any issue/complaint will be informed of the details of the incident and have an opportunity to respond.

4. All meetings and notes involving the issue/complaint will be kept confidential and records will be kept in a separate and confidential file.

5. Where an issue/complaint requires further investigation, action or discipline: the report may be disclosed for that purpose at the discretion of the assistant/director.

6. Once resolved, to the satisfaction of the assistant/director, both parties shall sign the Issue /Complaint Report. (provided in Appendix 2 of this policy)

7. Where an issue/complaint is unresolved and further action is required, then the assistant/director will consult with the executive committee of the Board of Directors.

8. Where involved, if the Board of Directors needs to provide any further direction on any further action, any discussions shall take place in-camera.

9. Incidents/complaints that have their own procedures are excluded from this policy and are dealt with through their own procedures; e.g. Behaviour Guidance, Child Abuse, Serious Occurrence, Staff Grievances. 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.

Application of this Policy

1 The assistant/director or president will attempt to assist the parties to resolve the issue/complaint and ensure the details of the issue/complaint are heard by both parties and offer suggestions regarding the resolution of the dispute. A response will be given within (2) business days.

2 All are resolved in a timely manner.

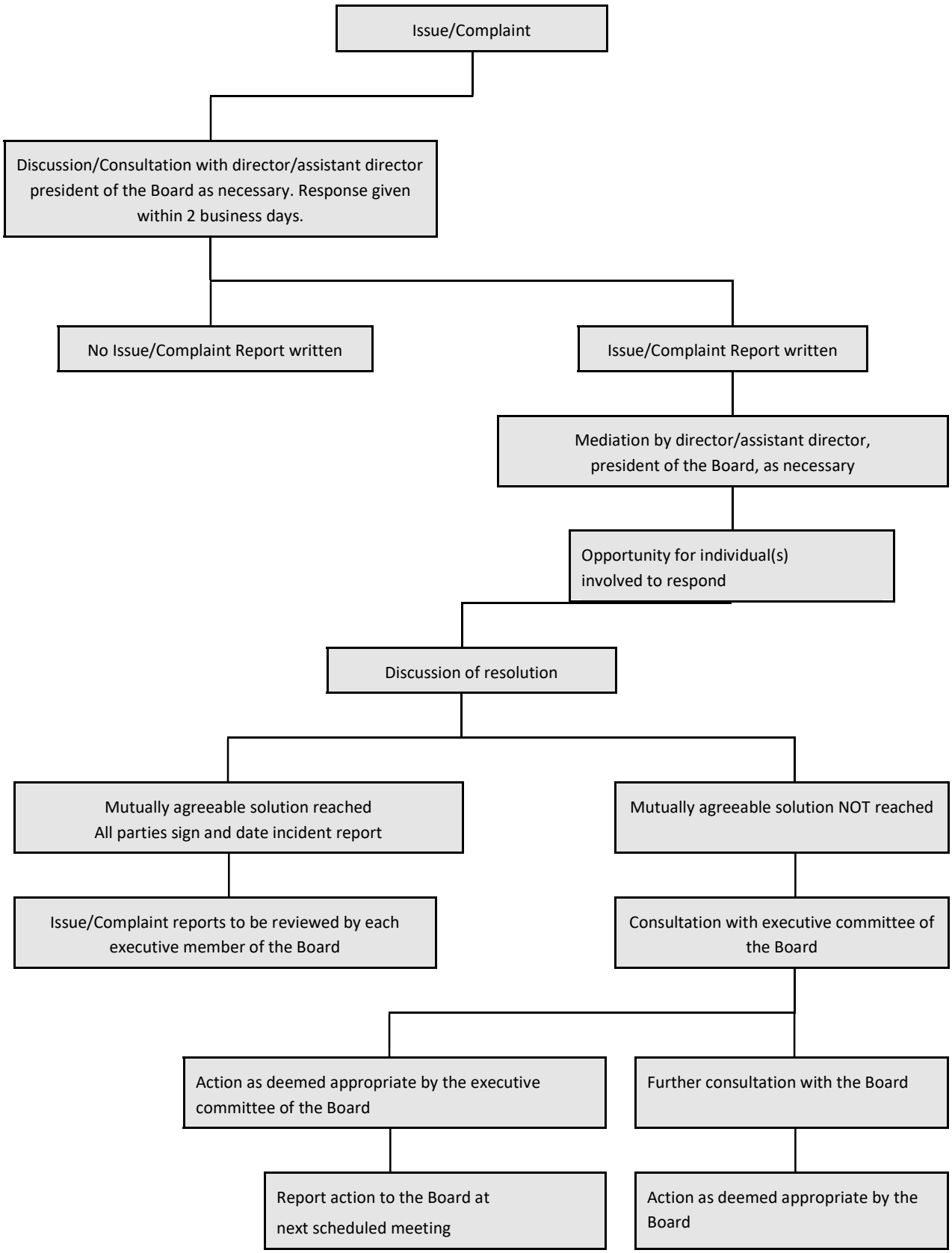
3 Any meetings should be held in a private place, such as the Board room, and should not be discussed in other rooms or hallways where there are other families, educators or children.

4 All possible resolutions should be discussed and explored.

Contacts:

Ministry of Education, Licensed Child Care Desk: 1-877-510-5333
College of Early Childhood Educators 416 961 8558
Ministry of Labour 1-877-202-0008
Children's Aid Society 416-924-4646
Catholic Children's Aid Society 416-395-1500
Jewish Family and Child Service 416-638-7800
Native Child and Family Services 416-969-7800

Appendix 1: Issue/Complaint Procedure



Appendix 2:

HESTER HOW EARLY LEARNING CENTRE
Issue/Complaint REPORT
This form is confidential when completed.

#

Report completed by:	Date: M D Y
Position:	Signature:

Description of incident:
Time of incident: Location of incident:
Action taken/Response:
Who was notified and when?
Resolution proposed/Further follow-up required?

Print Name:	Print Name:
Signature:	Signature:
Date:	Date:
Assistant/Director/ President Signature_____	Date : M_____D_____Y

HESTER HOW EARLY LEARNING CENTRE

FACTS SHEET

www.hesterhowelc.com

Hester How Early Learning Centre is a workplace early learning centre established primarily for the use of employees of the City of Toronto and is also available for community use. We are a non-profit, organization, which encourages parent participation on the Board of Directors and on various Committees. We are also a registered charity, with tax receipts issued for all donations.

HOURS: 8:00 a.m. - 5:30 p.m.

AGE RANGE Ages 3 months to 5 years in 4 programs.

RATIOS:

Program	Age Range	Staff/Child Ratio	Program Size
Infants	3 to 18 months	1 to 3	12
Toddlers	18 to 30 months	1 to 5	20
Preschool	2½ to 4 years	1 to 8	24
JK	4 to 5 years	1 to 10	10/13

Hester How ELC has Opted-In to the CWELCC Agreement

2026/27 FEES

Group	2022 Fee Freeze Rate	2026/27 Daily Fee
Infant	$109.43	$22.00
Toddler	$85.52	$22.00
Preschool	$63.91	$22.00
Junior Kindergarten	$63.91	$22.00

CWELCC: *Canada Wide Early Learning and Child Care Agreement* – We have applied for and been approved for this funding. The 2026/7 daily fees above are inclusive for all regular services provided to the children (No extra-curricular charges)
We anticipate an eventual average fee of $10.00/day for eligible children as future funding approvals are confirmed (as implemented by Toronto Children's Services)

SUBSIDY: Subsidized spaces may be available through the City of Toronto, Children's Services Division

MEALS: Catered. 4 week menu plan, revised seasonally

PARKING: Drop off space provided with limited time

SECURITY: Card access to the Centre

WAITING LIST: Priority given to: 1. Siblings/Alumni/HH; 2. CoT Employees; 3. Community

DIRECTOR: Ingrid Ivis Phone: 416 - 392 - 7981 Fax: 416 - 392 - 1388

Email: info@hesterhowelc.com