

Table of Contents

Program Statement.....	page 2
<i>Health and Safety</i>	page 2
<i>Nutrition and Well Being</i>	page 2
<i>Positive and responsive interactions</i>	page 3
<i>Program</i>	page 4
<i>Family Involvement</i>	page 4
<i>Community involvement</i>	page 5
<i>Professional Learning</i>	page 5
Structure and Staffing	page 5
Students and Volunteers	page 6
Hours of Operation	page 6
Fee Schedule	page 6
Waiting List Policy	page 7
Deposit	page 7
Withdrawal policy and procedure	page 8
Activities Off Premises	page 8
Arrival and pick-up	page 8
Late Pick-Up	page 8
iPad / Videos	page 9
Stroller Storage	page 9
Diapers and Wipes	page 9
Formula & Breast Milk.....	page 9
Birthdays	page 9
Other Celebrations	page 9
Behaviour Guidance & Prohibited Practices	page 9
Child Abuse	page 10
Anti-discrimination	page 10
Anti-Violence	page 10
Appendix A – Anaphylaxis Policy	page 11
Appendix B – Health/Infection Prevention & Control/Sanitation/ Identifying and Outbreak Policy	page 12
Appendix C – Serious Occurrence Policy	page 16
Appendix D – Specialized Services: Special needs and Inclusion ...	page 18
Appendix E – Accessibility Policy	page 19
Appendix F – Sleep and Supervision Policy	page 20
Appendix G – Family Issues and Concerns Policy	Page 21
Appendix H- Safe Arrival and Dismissal Policy	Page 24
Emergency Management Policy is available upon request from the Supervisor(s)	

Early Enrichment Day Care Program Statement and Family Handbook

Program Statement

At Early Enrichment Day Care (St. John's, West Toronto) Inc. (the "Centre") our program is based on the four foundations of learning from *How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)* document. At Early Enrichment we believe that for children to succeed and thrive they need to feel a sense of belonging, well-being, be able to engage with peers, adults, and their environment, and have opportunities that allow them to express themselves in a variety of ways.

We view the relationship between children, families, and educators as an intricate part of children's learning. We understand that children are competent, capable, curious, complex thinkers, and rich in potential and families play the most influential role in their child(ren)'s learning.

Health and Safety

In accordance with the *Child Care and Early Years Act, 2014 (CCEYA)*, every effort is made to provide a safe and healthy environment for the children and educators at the Centre. The Supervisor can provide more details on the stipulations and regulations of the *Child Care and Early Years Act, 2014 (CCEYA)*.

Families are asked to fill out an immunization record for their child before enrollment and update the Supervisor with any new vaccinations that children receive to keep children's files up to date. Where a family objects to their child being immunized due to convictions of religion or conscience, a legally qualified medical practitioner must give reasons in writing as to why they should not be immunized.

For security reasons our front door is always locked. Families can gain access using our combination lock. We ask that you do not allow anyone in the Centre that you do not know. Please close all gates and doors when arriving or leaving the Centre. The safety of all the children is the responsibility of everyone.

If a person other than a family member is picking up a child, they may ring the doorbell for access to the Centre. Unless arranged in advance, children are not released to any person not specified on child(ren)'s emergency form and will have to provide photo ID.

Regular fire drills are held monthly at the Centre and lockdown drills are held bi-annually. An Emergency Management Policy is in place for families and is available upon request from the Supervisor(s). Families will be notified immediately by the supervisor or educators by phone or email in case of an emergency.

Our Centre also always prohibits smoking/vaping, on the playground, or surrounding property whether children are present or not.

Educators have a valid certification in standard First Aid including infant/child CPR. Training is done every 3 years. In the event that a child becomes seriously ill or is involved in an accident, where medical attention is required, families will be contacted immediately. If families cannot be reached, the child will be taken to the nearest hospital, accompanied by an educator.

When children are sent home sick with a fever over 100 degrees Fahrenheit, they may return to the Centre once they have been symptom free for 24 hours and 48 hours symptom free if it is vomiting or diarrhea. Please refer to our **Health Policy attached as Appendix B** for more details.

Children under the age of 2 will be monitored in the sleep room every 15 minutes to check temperature and breathing and educators will document checks.

Nutrition and Well Being

Our Centre promotes good nutrition and the well-being of children by providing healthy meals and snacks. Our Centre is currently catered for by Wholesome Kids Catering, which meets nutritional quality assurance standards and includes nutritionists on their team. Wholesome Kids Catering shop locally and support our local farmers. Their monthly menus are diverse and offer a variety of foods from many sociocultural identities. They meet most dietary or allergy restrictions your child may have and will provide alternative meals. In instances where the caterer cannot provide an alternative replacement families may supply meals/snacks for their child with the approval of the Supervisor. **(Please see Appendix A. Anaphylaxis)** A list of the children's dietary restrictions and allergies are posted in all classrooms, kitchen and serving areas. The monthly menus are posted electronically as well as on the bulletin board outside the Supervisor's office and in the classrooms.

Our Centre is a peanut/tree nut aware environment, so we ask that families do not bring food into the Centre. (If your child requires alternative milk other than those provided by our caterer, we will allow families to bring them to the Centre providing that they are nut-free and approved by the Supervisor.)

In each of the classroom's educators establish positive eating habits by being responsive to children's cues. In the infant and junior toddler room self-help opportunities are encouraged and practiced but teachers are always ready to offer assistance including hand-over-hand feeding. During mealtimes the senior toddler and preschool room educators sit with the children and model positive eating routines. Our Centre also ensures that there are daily opportunities in their schedule for children in all classrooms to be physically active and explore their indoor and outdoor environment.

Positive and responsive interactions

Positive and responsive interactions among children, families, educators, students, and volunteers are supported in our Centre. Early Enrichment is an environment where children, families, educators, students, and volunteers are treated with respect and dignity.

At Early Enrichment we do not permit any children of the following practices:

- No form of discrimination is tolerated.
- No form of corporal punishment of a child will ever be used (which may include but is not limited to hitting, spanking, slapping, pinching).
- Physical restraint of the child, such as confining the child to a highchair, car seat, stroller, or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else, and is only as a last resort and only until the risk of injury is no longer imminent.
- Locking the exits of the Centre for the purpose of confining the child or confining the child in an area or room without adult supervision unless such confinement occurs during an emergency and is required as part of the Centre's emergency policies and procedures.
- No use of harsh or degrading measures or threats or use of derogatory language direct at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine his/her self-respect, dignity, or self-worth.
- A child will not be deprived of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding.
- No inflicting of any bodily harm on a child(ren) including making a child eat or drink against their will.

Providing opportunities for children to communicate and listen to one another and their educators during group time, play, and through daily routines are ways that we facilitate and support positive interactions.

Areas in the program plan are created where experiences and activities can include family contributions and ideas. Daily information on their children's day will be provided electronically to families and families are welcome to discuss with educators at any time regarding any concerns or questions they may have. The interactions between children and educators are authentic and genuine. Educators pay close attention to the needs of the children and are attuned to children's cues.

At our Centre children are encouraged to interact and communicate in a positive way. Educators use natural, and logical consequences that are responsive to the developmental needs of children. We re-direct other activities for younger children and assist with problem solving skills for older children. Educators will also model and demonstrate positive interactions with children.

Infant educators are attuned to children's emotional states and understand the individual needs and how children are feeling. This ensures that the needs of the infants are being met and creates a more positive, calming environment.

Educators in the toddler and preschool rooms provide skills, language, and support to help children solve problems and find solutions when conflict arises. Strategies based on the individual capabilities of the children are also given to help children cope and self-regulate.

Program

As competent and capable educators it is our goal to foster children's exploration, play and inquiry. This is achieved by offering a variety of materials and objects that interest, challenge, and spark children's curiosity and enable them to explore and use all their senses.

Educators participate as co-learners and investigate along with the children through their play. Educators will collaborate, question, and test their strategies continuously to provide new ideas that interest and engage the children in exploration.

Educators invite families to help create different learning environments that are relevant to children's lives. Families are welcome to share their cultural differences and family traditions by providing their time and/or items from their home to create authentic and relevant learning spaces.

Child-initiated and adult-supported experiences are provided at the Centre. In addition to a general schedule each classroom has a weekly program posted with activities children will be involved in throughout the week. Our programs are based on an Emergent Curriculum model where educators program based on children's needs, strengths, and interests. Educators plan for and create positive learning environments and experiences in which each child's learning and development will be supported. Through daily interactions and weekly written observations of the child, educators can determine the interests, needs and strengths and program accordingly.

As well as weekly observations, our Centre uses *The Nipissing District Developmental Screen (Looksee)* checklist as a tool to help monitor children's development. With those written observations educators collaborate and discuss what skills and interests will be highlighted and what activities/experiences will be provided.

Infant educators observe the emerging skills as the infants engage with their environment and educators. Educators provide a variety of sensory materials and experiences to encourage exploration and support infants as they develop their skills. In the toddler and preschool rooms educators also observe children at play and program based on the needs and interests of the children.

Each classroom has a general schedule which includes time for indoor and outdoor play, active play, group time, lunch and snack, rest, and quiet time. In the Infant room a daily schedule is provided, and educators pay close attention to infants' emotional states and follow flexible, daily routines, which allow infants to move through transitions calmly and more smoothly.

Toddlers and preschooler children also have a daily routine schedule with ample free play time, rest time, indoor/outdoor play, mealtime, and quiet time. Educators consider the individual needs of the toddlers and preschoolers by creating groups which allow children to be flexible within the schedules and participate in activities or experiences that interest them.

At the Centre we have an hour of outdoor time in the morning and afternoon. Infants and junior toddlers have an enclosed playground with large outdoor equipment and senior toddlers and preschoolers have a larger enclosed playground with a variety of outdoor equipment to facilitate physical activities and to meet each child's capabilities. During inclement weather (extreme special weather statement such as thunder, high winds, or heavy rain advisory there is no outdoor play, all groups follow the gross motor room schedule. The Supervisors will receive alerts from the Weather Network and will advise whether outdoor play will be permitted. Children may play outside if there is light rain as per the discretion of the supervisors and teachers. The children also have access to a large indoor area equipped with a variety of materials to encourage children with different capabilities to engage in physical activity.

Family Involvement

Engagement and ongoing communication with families about the program and their child(ren)'s is/are maintained through informal or formal discussions or meetings, phone calls, emails, or written reports. Infants and toddlers' interests/skills are posted in the classroom along with the weekly program of activities and experiences. Preschoolers also have a weekly program posted with activities/experiences and skills they are working on for families to view. Families have the opportunity to look at child(ren)'s portfolios and weekly observations displayed in the classroom and electronically. A section in the weekly program invites input and planning activities with families. Special events or notices are also posted outside the classroom on a whiteboard.

An Annual General Meeting is held during March or April which families are encouraged to attend. If families are interested in becoming involved in the Centre as a Board Member or part of a committee, they can contact a Board of Directors or speak to the Supervisor.

Throughout the year families are also invited to special activities in the classroom/Centre and to contribute to the program by assisting on field trips, speaking and/or demonstrating special skills.

Community Involvement

At the Centre we involve local community partners to help support children, their families, and teachers. We work alongside community resource consultants and agencies to provide support for children and their families who are experiencing challenging and stressful circumstances. The use of screening tools (*Nipissing District Developmental Screen/Looksee*) and written observations, consultants work together with educators, and parents to provide strategies, goals, and approaches to help families and children. This support includes children with special needs and different learning capabilities. Working together with our community resources demonstrates our commitment to an inclusive environment and helps us provide quality childcare and facilitate children's learning.

Professional Learning

As registered early childhood educators it is the expectation that educators participate in professional learning to enhance the quality of teaching. RECE's and other educators will have access to information regarding professional learning through the college of ECE's, City Wide Training, and other educational institutions. This information is posted on educator's bulletin boards and communicated through email and at meetings.

Our program statement will be reviewed annually to ensure that it reflects the practices of the Centre. The impact and implementation of the strategies and approaches set out in our program statement will be reviewed and documented through observations and regularly scheduled meetings with educators, students, and volunteers. At Early Enrichment Day Care (St. John's, West Inc.) (the "Centre") we provide a safe, nurturing, positive learning environment where each child's development is supported, promoting health, safety, nutrition, and overall well-being. We see children as curious, competent, capable of complex thinking and rich in potential. Our programs are designed to help build on the strengths and abilities of individual children using the *How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)* document.

The goal of our programs is to foster children's exploration, play and inquiry through child-initiated and adult-supported experiences throughout the day. At the forefront of our Early Childhood Educator's planning is the well-being, sense of belonging and expression of each child. All groups spend their day learning through play in both our indoor and outdoor environments. Children are encouraged to interact and communicate in a positive way and are supported to self-regulate by our knowledgeable and resourceful educators. There is time scheduled in each of our programs which provides a balance of active and quiet play, as well as a rest period.

We see families as experts who know their children better than anyone else with important information to share. Our goal is to engage families in a meaningful way by fostering an environment where ongoing communication between families and educators about our programs is invited and encouraged.

Structure and staffing

We are a not for profit, non-denominational daycare licensed under the *Child Care and Early Years Act, 2014* (CCEYA). We are in St. John's Anglican Church, 288 Humberside Avenue in West Toronto. The Board of Directors of the Centre consists of:

- a) 5 elected family members
- b) 2 members at large

The Supervisor reports to the Board of Directors on a regular basis.

Names and contact information for Board Members are posted on the bulletin board outside of the Supervisor's office. Families may contact the Supervisor or a Board Member if they have a question or a concern.

We are licensed by both the Ministry of Education (Provincial) and Children's Services (Toronto). For more information about our Provincial license please go to www.ontario.ca/ONT/portal61/licensedchildcare enter the name of the Centre and click on search. For more information about our license from the city please go to www.toronto.ca/children and go to the childcare finder link. Names and contact information for our Licensing specialists can be found posted on our parent information board.

We accept children from 3 months to 5 years of age. The composition of the classrooms is as follows:

GROUP	MAX. ENROLMENT	AGE	STAFF RATIO
Infant	10	3 - 18 mos.	1 to 3
Jr. Toddler	10	18 - 24 mos.	1 to 5
Sr. Toddler	10	2 - 2 1/2 yrs.	1 to 5
Pre-School	24	2 ½ - 5 yrs.	1 to 8

We do not walk children to school for kindergarten programs.

In each room, there is at least one educator who holds a diploma in Early Childhood Education and is a member of the College of Early Childhood Educators. We have a Cook on site that prepares us with 2 snacks and a lunch that is provided by the catering company.

The day-to-day operation of the Centre is managed by the Supervisor.

Students and Volunteers

The Centre may offer placements to High School co-op students or ECE students. The Centre may also from time to time have volunteers present. All students and volunteers have a Criminal Reference Check and a health assessment and at no time is a student or volunteer left alone with any child for any reason. Students and volunteers are not counted in ratio.

Hours of operation

The Centre is open Monday to Friday from 7:30 a.m. to 6:00 p.m. We are closed on all statutory holidays and Family Day. The last day we are open prior to the Christmas holiday we close at 2:00p.m and reopen the first business day after New Year's Day.

Canada Wide Early Learning Child Care (CWELCC)

Early Enrichment Daycare has been approved for the CWELCC program for 2025. This will provide all families with quality and affordable childcare. The "Centre" will review and assess the program requirements yearly and may be subject to any new information or changes provided by the Ministry of Education and other governing bodies.

Monthly Fee Schedule CWELCC for 2025

The monthly fee for all age groups is \$478.50.

All fees must be paid by cheque payable to "Early Enrichment Day Care Centre" or "E.E.D.C" and are due the 1st of each month. You may give us postdated cheques if you wish. There is a \$10.00 bank charge for N.S.F cheques.

If you receive a subsidy toward your fees, you will be billed according to the number of weekdays in each month (statutory holidays, Family Day and days between Christmas is included) therefore the monthly fee may change month to month. Families receiving subsidies will receive a bill each month advising them of the amount owing.

If there are any changes with the CWELCC Funding that impact tuition fees, families will receive either a credit or a refund. Any applicable credit will be applied to the following month's tuition. If a refund is required, it will be issued by cheque within two months of the centre receiving official notification of the funding changes.

Please note there is no refund for statutory holidays, Family Day, days between Christmas or absence due to sickness or vacation.

Please be advised the movement of children between rooms is decided by a combination of factors: age, readiness, and space available. Qualifying families may apply for subsidy assistance from Toronto Children's Services.

Waiting List Policy

The Centre requires all families to fill out an enrollment application form prior to being added to the Centre's waiting list.

- The family will be asked to fill out the Centre's enrollment application form if they wish to be put on the Centre's waiting list.
- There is no fee or deposit required to be placed on the Centre's waiting list.
- Once a family completes an enrollment application, they will be placed on the waiting list on a first-come basis. However, the available spaces are also determined by the age of the child and whether there is a space available to move to the next room when that child becomes of age.
- It is the family's responsibility to keep in touch with the Day Care every 3 to 4 months to keep their application active as well as to update the Centre with any new information.
- **Families who do not contact the Centre after 6 months are taken off the waiting list. If families ask to be added back on the list they will be placed at the end.**
- Families will get an update on where they are on the list in a manner that will still maintain the privacy and confidentiality of the other children who are on the same list.
- Siblings of current students will be given priority admission.
- A family will be offered a space once it becomes available by the Supervisor and the family will be given 24-48 hours to decide whether they would like to take the space for the date offered.
- If a message is left by the Supervisor offering a space, 2 days are allowed for a call back. No exception is made for families who are away.
- If a family turns down the space offered, they will remain on the list, but they will be placed on the bottom of that list.
- If a child becomes too old for the room, he/she is waiting for, then the child is moved as the original application date to the next room's list.
- **Once a space is confirmed for your child, and families have accepted the space you will be asked to provide a \$250.00 deposit to hold your space. Your \$250.00 deposit will be applied to your last month's tuition once you provide 2 month's notice of your withdrawal date .**
- Once a space is confirmed and accepted by families you will receive a package of forms to fill and submit

Withdrawal Policy

Please be advised that the Supervisor and Board of Directors reserve the right, after parental consultation, to ask that a child and/or family be removed from the Centre, if in their opinion the program does not meet the needs of the child and/or the Centre's code of conduct is not adhered to.

Circumstances such as and not exclusive to:

- A child exhibiting behaviour which is disruptive to the functioning of the program and Centre.
- Late payment and arrears in fees
- Not adhering to the Centre's Code of Conduct

Withdrawal Procedure

1. If a child exhibits behavior which is disruptive the Centre a meeting will be held between the families, Supervisor, and the child's educators where a plan will be developed. At this time the Supervisor may request consent to access outside agencies for support. **Please note:** if the families do not provide consent to the use of outside agencies the family will need to look for alternate care at this time.
2. If all our resources have been exhausted in the time frame agreed upon in the meeting and it becomes clear that the Centre is unable to meet the needs of the child, the Supervisor will meet with the family to discuss the withdrawal procedure.
3. When a plan of action for late payment or fee arrears is provided by the Supervisor and not followed families will be notified to discuss the withdrawal procedure.
4. If all our resources have been exhausted in the time frame agreed upon in the meeting and it becomes clear that the Centre is unable to meet the needs of the family/child, the Supervisor will meet with the family to discuss the withdrawal procedure.
5. The Centre's Children's Services consultant and the Board of Directors will be notified.
6. The Centre will assist families in finding suitable alternate care arrangements.

Activities Off Premises

Your child(ren) may be involved in special activities from time to time throughout the year. You will be notified in advance by email and/or a notice on your child's cubby and on the dry erase board located outside of your child's classroom.

Arrival and pick-up (Please see Safe Arrival and Dismissal Policy "Appendix H")

Regular times of arrival and pick-up are comforting to a small child. When you drop off or pick up your child, please notify a staff member to ensure that arrival and pick-up times are recorded. It is imperative for your child's safety that this procedure is followed.

This information is vital in case of an emergency. All children should arrive at the Centre by 9:30 a.m. and should not be dropped off or picked up between 12:00 and 2:15 as it disrupts the lunch and sleep routine. Arrangements can be made with one of the Supervisors for special circumstances. If you do arrive after 9:30 and your child's group has gone out (to the park, library etc.) it is your responsibility to find your child's group. Due to strict ratios of children to educators it may not be possible for your child to join a different group.

Unless arranged in advance, children will not be released to any person not specified on their emergency form and will have to provide photo ID.

Shoes and boots should be removed before entering the infant room or stepping off the carpet runners in the entrance hall and gross motor room during the winter months.

Late Pick-Up (Please see Safe Arrival and Dismissal Policy "Appendix H")

Families are obligated to pick up their child(ren) by closing time (6:00 p.m.) If you are late picking up your child(ren), we require you to pay a fee of \$1.00 a minute per child with a minimum charge of \$10.00 per child. Please pay the fee (cash) directly to the educator who has stayed late to care for your child. If payment is not received, you will be billed. We are obligated by law to contact the Children's Aid Society to accept responsibility for any child whose family has not arrived or cannot be contacted by 7:00 p.m. Please note the fee is calculated according to the time on the Centre's clock. We reserve the right to deny care to a family who consistently abuse the Centre's closing time.

iPad / Videos

Classroom iPads are strictly used for teacher resources, sleep music, photo documentation and as an additional resource for the children pertaining to their program (such as researching images of animals, and places in the world.)

Stroller Storage

Strollers can be placed in the stroller storage shed at the top of the ramp. If possible, we ask that families fold strollers to create more space for others. It is imperative that our entrances are kept clear as per fire regulations.

Diapers and Wipes

If your child is in cloth diapers, please supply sufficient cloth with covers or disposable diapers and wipes for your child to use while at the Centre. If you elect to bring cloth diapers, please also supply a suitable bag to take home soiled diapers. Please note that cloth diapers or underwear are not rinsed or cleaned in any way by the staff at the Centre.

Formula & Breast Milk

If your child is on formula or breast milk, please supply it in bottles that are labeled with your baby's name, mother's name, and the date in ready to use bottles each day. We supply all other food and drinks provided by our caterer. Please note if Formula is supplied by families a list of ingredients for the Formula must be given to the Centre.

Birthdays

Your child(ren) Birthday will be celebrated in their classroom, however due to allergies and food restrictions we have a “No Outside Food” policy at the Centre, which does not allow Birthday cakes or other food treats to be brought in for the celebration.

Other Celebrations

Although the Centre is non-denominational, major Christian holidays like Christmas and Easter are celebrated. We welcome, however, the opportunity to learn about and join in other sociocultural identities celebrated by children attending the Centre. In the past families have brought in special books or games pertaining to such celebrations. If you would like to share a tradition or holiday with us, talk to one of the Supervisors and/or your child(ren)'s educators. We can assist you in the planning of an activity for your child(ren)'s group(s).

Behaviour Guidance & Prohibited Practices

The Centre's Program Statement stresses the importance of self-control, self-esteem, and self-reliance in each child. The staff at the Centre consider each child's age and stage of development when guiding their behaviour.

Children are encouraged to understand and express their feelings. When a child resorts to an act of aggression, children who are developmentally able to are encouraged by staff to express themselves verbally rather than resorting to physical aggression. At times a child may be too upset to engage in dialogue at which time they should be removed from the situation to a quiet space where they can take a few moments to settle down before staff assist them in conflict resolution.

Non-verbal children will be assisted by staff in all conflict resolutions through modeling appropriate language and redirection. When behaviour guidance techniques being used by staff with an individual child are consistently unsuccessful in discouraging challenging behaviours, an outside agency will be contacted for support with consent from the family. If all resources have been exhausted and the child continues to exhibit behaviour which is disruptive to the functioning of the Centre, the child will be counseled out of the program as per the Centre's Withdrawal Policy.

The Centre does not permit any of the following practices listed below.

- **Educators may not** use any form of corporal punishment (which includes but is not limited to hitting, spanking, slapping, pinching); If any of these behaviours are witnessed it must be reported to the Children's Aid Society.
- **Educators may not** use physical restraint of children, such as confining to highchair, car seat, stroller, or other device for the purpose of discipline or in lieu of supervision unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- **Educators may not** lock the exits of the childcare Centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the Centre's emergency policies and procedures.
- **Educators may not** use harsh or degrading measures or threats, or derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine his or her self-respect, dignity or self-worth.
- **Educators may not** deprive a child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding.
- **Educators may not** inflict any bodily harm on children, including making children eat or drink against their will.

Child Abuse

Professionals and officials who are in contact with children daily are required by law to report suspected cases of child abuse. Anyone who fails to do this can be fined.

An "abused" child is any child who has been

physically harmed.

seriously deprived of nutrition, care, or affection.

sexually molested.

Abuse can mean both actively hurting a child or passively failing to take proper care of a child.

Please note the Centre has a policy on "Child Abuse".

Anti-Discrimination

We are committed to providing an environment in which all children, families and educators are treated with respect and dignity. No form of discrimination in violation of the *Ontario Human Rights Code* will be tolerated. A statement of our commitment to these principles is posted. If you observe or experience any conduct which you believe is contrary to these principles, please advise the Supervisor or Assistant Supervisor. Please note the Centre has a "Bias Free and Equity" policy.

Anti-Violence

We have a zero-tolerance approach to violent play as well as toys such as weapons and videos depicting violence. Families are asked not to bring these items or videos into the Centre.

We look forward to serving you and your child(ren). If you have any questions or concerns, please email us at earlyenrich@rogers.com or call the Centre at 416-762-8125.

Supervisor: Theresa Amaral

Assistant Supervisor: Teresa Gemmell

Appendix A

Policy Name	Anaphylaxis <i>Child Care and Early Years Act, 2014</i>
Policy Date	March 2025

Policy

Definition of Anaphylaxis

Anaphylaxis is a severe allergic reaction, resulting in circulatory collapse or shock that can be fatal. Some common allergens include food, insect stings and medications.

Strategy To Reduce Risk of Exposure

- The Centre is a peanut/nut free environment.
- All staff purchasing food on behalf of the Centre will read labels to ensure the product is peanut/nut free.
- In the case where a child has a food allergy and the meals/snacks provided by the day care Centre cannot meet the child's needs; families can supply meals/snacks for their child with the approval of the Supervisor.
- Where a family provides a meal/snack for their child they will ensure the food brought to the Centre will have the child's full name and date the food arrives. Families will also provide all the ingredients in the food provided.
- Where the food is provided from home for the child, it will be ensured that appropriate supervision of the children is maintained so that food is not shared or exchanged.
- Families will ensure that the meals/snacks provided will not cross contaminate with any other allergies that a child may have at the Centre.
- All children and staff will wash their hands before and after handling food.
- All food preparation and serving areas will be disinfected prior to preparing or serving food.
- On trips away from the Centre children with anaphylaxis will always be within view of an assigned staff member.
- The playground will be inspected daily for allergens such as wasps and steps will be taken to reduce/eliminate risk to a child.
- A cell phone will be taken with staff on all excursions.

Individual Plan and Emergency Procedures for children with Anaphylaxis

Prior to enrolment, families will meet with the Supervisor to provide information for the child's individual plan and emergency procedure. The plan will include:

- A description of the allergy.
- Avoidance strategies.
- Signs and symptoms of anaphylactic reaction.
- Procedure to be followed by staff if exposure occurs.
- Consent from family to administer medication, share information and post emergency procedures in the Centre.
- Emergency contact information.
- Location of Epi-pen and back-up Epi-pen.

Copies of individual plans are kept in each child's file, and each room's emergency bag. A list of allergies is posted in each classroom, the gross motor room, kitchen, and office. The individual plan for children with anaphylaxis is also posted along with each allergy list. Plans will be revised yearly and as directed by families.

- All educators will be advised if there are children with anaphylaxis and will be provided with general information on life-threatening allergies.
- All educators will be trained by the family or physician of each child with anaphylaxis.

Training

Volunteers and students will be given a handout, and the Supervisor will give training; however, volunteers and students are not permitted to administer medication unless under extreme circumstances (staff is unconscious).

Training will include procedures that will need to be followed if a child is having an anaphylactic reaction, recognizing the signs / symptoms, and administering medication.

Staff will conduct a check to confirm that the child(ren) have their required medication with them before leaving the Centre.

All staff will be required to sign and date that they have received training from the child's family or physician and records will be kept in each educators file.

Appendix B

Policy Name	Health/Infection Prevention and Control/Sanitation/Identifying Outbreak/Outbreak procedures
Policy Date	March 2025

Policy

The Centre is committed to providing a clean, safe, and healthy environment for the staff, children, families, and visitors to the Centre.

Children are not to be brought to the Centre if they have a temperature higher than 38 degrees Celsius (100 degrees Fahrenheit). They should also stay home if they have diarrhea, are vomiting, have an eye infection, chills, blisters on the hands and feet (symptoms of hand, foot, and mouth disease) or blisters around the mouth (symptoms of impetigo) or any other symptoms or infections which impair the child's ability to participate in the full indoor and outdoor program.

When a child has been sent home sick, they must not return to the Centre until they have been 24 hours symptom free for a fever and 48 hours if vomiting or diarrhea and 24 hours after antibiotics for an eye infection. (If an outbreak has been declared by Toronto Public Health [hereon in referred to as TPH] the child must be 48 hours symptom free before returning to the Centre). When the child has returned to the Centre, it will be at the discretion of the Supervisor or designate whether the child can be accepted for care that day. If there are any discrepancies between the family and the Centre regarding the state of the child's health, the family may have a physician examine the child and submit a doctor's note regarding the child's condition.

Health information, ill health reports and up to date immunization records are kept in each child's file. Families who choose not to vaccinate their children due to medical, religious, or philosophical reasons will provide the Centre with written documentation by a doctor and to be kept in their child(ren)'s file(s). If an infection that the non-immunized child(ren) appears in the Centre the child may have to stay out of the Centre until TPH declares the risk of infection over.

The Centre follows the guidance document established by Toronto Public Health in their publication "Infection Prevention and Control in Day Care Centre's" and is responsible for reporting outbreaks and all reportable diseases to Toronto Public Health when necessary.

Identifying an Outbreak

A suspect outbreak exists when there is a higher-than-expected number of children or staff who are experiencing similar symptoms of illness (two or more instances of vomiting, diarrhea, and fever. To determine whether a suspect outbreak exists:

- review your ill health report.
- identify similar symptoms of illness in children and staff.
- Check recent child/staff attendance records.
- Review and eliminate other possible reasons for symptoms (new medications or diet changes)

If there are two or more people (children or educators) with the same symptoms, same room within 48 hours to report a suspect outbreak call the TPH Communicable Disease Surveillance Unit

Communicable Diseases Surveillance Unit 416 392 7411. Have the following information ready:

- Date and time of the first case
- Date and time of the most recent case
- Total number of children and or staff per room
- Total number of ill children and or staff per room
- Signs or complaints of symptoms of illness (i.e., diarrhea, vomiting, fever)
- The control measure that you have implemented today.

TPH staff will then review the information the supervisor has provide and they will determine whether an outbreak must be declared. Early detection and timely implementation of outbreak control measures can effectively minimize disease transmission, thereby more effectively controlling an outbreak. When an outbreak is declared the supervisor will receive an Outbreak Number that must be written on the Centre's Ill Health Log.

Once a suspect outbreak is reported, TPH will assist the supervisor with the outbreak. If an outbreak is declared, the supervisor will be working together with 2 TPH staff to manage the outbreak.

Outbreak Procedure

- If a child becomes ill over the course of the day (two or more instances of vomiting, diarrhea, and fever. The Supervisor or a staff member of the Centre will call the child's family to pick up the child as soon as possible. If the family cannot be reached within one hour the alternate caregivers listed on the child's emergency form will be contacted. All telephone numbers on the emergency form are to be always up to date.
- Educators will observe children at drop off to detect possible symptoms of ill health. A child may be refused acceptance for the day at the Centre at this time.
- When ratios allow, the child will be kept apart from the other children with a staff member until the family or alternate caregiver comes to pick up the child.
- An Ill Health Report is filled out by a staff member and the family or alternate caregiver is asked to sign when they arrive to pick up the child. The report is kept in the children's file.
- The supervisors will begin to fill out the Ill Health Log which will include the child's name, date of birth, gender, individual symptoms, date, and time they became ill and the room they are in.
- The supervisor will contact TPH to report the outbreak by calling the Communicable Diseases Surveillance Unit at 416 392-7411
- The supervisor will need to obtain permission from the family to submit specimen samples to the Public Health Laboratory if requested.
- The supervisor will contact the ill's child's parent/guardian who were at home during the time before the outbreak was declared, to inform them of the outbreak and to determine if they are experiencing the same signs and symptoms. If they do, then they will be added to the center's Ill Health Log.
- Additional sanitation measures are taken when an outbreak occurs. Surfaces are disinfected more frequently, the concentration of bleach to water is increased (from 10ml bleach mixed with 495ml warm water to 50ml bleach mixed with 450ml warm water) and contact time is increased (e.g., 2 minutes or allow to air dry). Movement between rooms is minimized and all water and sensory play activities are suspended.
- When it is not possible for a family member or alternate caregiver to reach the Centre in a timely fashion and it appears that the child needs immediate medical attention, the child will be taken by ambulance to be examined by a legally qualified health practitioner. Families will be billed for all expenses associated with the transportation of the child and staff members to and from the clinic.
- The child is not to return to the Centre until they have been 48 hours symptom free if an outbreak has been declared. The Supervisor may request a note from the child's physician at his/her discretion before allowing the child to return to the Centre.
- If TPH declares an outbreak families will be notified by email and the notice issued by TPH will be posted at the daycare entrance, on the information board beside the sign in sheet and on the white board at each classroom entrance.
- Families should advise the Centre when their child is home sick and will not be attending the Centre or has been sick over the weekend/holiday. The child's first name, room they are in, and symptoms are recorded on the ill Health Log located on the clipboard on the wall to the left of the mirror in the office.

- When appropriate, other families may be advised to watch their child(ren) closely for symptoms.
- The Centre must be notified immediately if a child has contracted an infectious disease as the Centre must report certain communicable diseases to TPH. The number for reporting and a list of reportable diseases is posted on the bulletin board in the office.

Sanitary Practices

Hygienic practices include following Toronto Public Health guidelines for proper hand washing by children and staff, glove use, washroom routines and diaper changes, use of hand sanitizer, cough etiquette, and cleaning and disinfecting equipment and furnishings. These practices are established as part of each educators daily routine.

Surfaces and high-touch areas are disinfected regularly throughout the day and the Centre is cleaned nightly by a professional cleaning service.

Procedure

- Bleach solution is prepared daily by the cook as per guidelines provided by public health for use as a disinfectant. A bottle is in each of the classrooms and the children's washroom. TPH guidelines for use of bleach solution are posted in each room.
- Families who choose to use cloth diapers are required to provide the Centre with a bag or bin with a lid in which all soiled diapers and covers will be placed to be taken home each day.
- When cleaning up blood, vomit, urine etc. educators must wear disposable gloves and use paper towels. Soiled paper towel and gloves must be placed in a tied plastic bag and placed in the garbage. Posters from TPH illustrating proper glove use/removal are posted in each room.
- Clothing that is soiled with feces or bodily fluid is placed in a tied plastic bag (double bagged if necessary) and placed in the child's cubby. Solid bowel movements may be disposed of in the toilet prior to bagging the soiled clothing of children who are toilet training. Underwear and other soiled clothing are not to be rinsed before bagging.
- Signs from TPH are posted in children's and staff washrooms, kitchen and diaper change areas illustrating proper hand washing procedures.
- Hands are washed before preparing or serving food, feeding a child, or eating, assisting with washroom routines, and using the washroom and before and after all diaper changes.
- Educators are observed by the Supervisor during diapering and washroom routines to ensure that proper glove use, and hand hygiene is being practiced.
- Hand sanitizers with alcohol-based hand rubs containing 70% to 90% alcohol is preferred method when hands are not visibly soiled, and it is made available in each room and may be used by educators and children over 2 years of age after nose wiping and as needed throughout the day.
- Face cloths or disposable towels will be used to clean children's hands and faces as needed. Wash cloths are only used once, and machine washed after each use.
- Liquid soap will always be made available.
- Diapered children must wash their hands with the help of an educator after having their diaper changed. TPH Diaper Routine procedures are posted in all diapering areas.

Guidelines for Handling Expressed Breast Milk (EBM)

- Staff must store EBM in a refrigerator at 4 Celsius or colder and ensure it is used within 24 hours. Microwaves are not to be used to thaw EMB.
- EBM must be brought to the Centre in bottles labelled with the date, child's name, and name of the mother.
- Children drinking EBM must be strictly supervised to prevent unintended consumption by another child. If another child consumes EBM intended for someone else TPH must be contacted immediately.
- All cups and containers used to serve or warm EBM must be heat sterilized after use and any left-over EBM not consumed must be discarded.
- Educators must practice hand hygiene before and after handling EBM.
- Educators must apply Routine Practices when handling EBM.
- Educators must wear gloves while handling EBM.

Equipment and furnishings

- Toys and play equipment are washed according to each room's cleaning schedule. A written log of cleaning routines is posted in each room and is signed and dated by educators upon completion.
- Educators use gloves when using bleach solution to disinfect toys and equipment.
- Toys may be sprayed with bleach solution and rinsed then allowed to air dry before placing in bins after use.
- Handwashing sinks are not to be used to wash toys. If toys need to be submerged in water for scrubbing prior to being put in the dishwasher a sensory bin with soapy water is to be used.
- Mouthed toys are to be set aside until they can be properly disinfected in the dishwasher.
- Toys may be placed in the dishwasher as needed. Bags are kept in the infant room and gross motor room closet to place small toys in before they are put in the dishwasher. Toys are to be air dried before placing them back in bins.
- All toys, equipment and furnishings are kept in good repair. Broken toys that cannot be repaired must be discarded. Repairs needed to the furniture and equipment must be reported to the Supervisor.
- All floors are kept clean and mopped daily.
- High-touch surfaces such as doorknobs, gates and light switches are disinfected daily.
- Tables and counter tops are cleaned and disinfected regularly. Tables are disinfected before and after meal and snack times.
- All carpets are vacuumed daily, and steam cleaned every 6 months or as necessary.
- All equipment such as infant seats, eating surfaces and sensory bins are disinfected before and after each use.
- Playdough is to be discarded after use. Unused portions of playdough may be kept in an airtight container in the fridge for up to one week.
- All cribs and cots are assigned to single children, disinfected using bleach solution weekly and as needed.
- Laundry is done daily according to schedule. All infants' bedding, preschool and toddler blankets and sheets are washed weekly.
- Laundry is transported through the Centre in a hamper and gloves are used to collect laundry from classrooms and load the washing machine.
- Bleach is to be used in the washing machine in every load of laundry.
- The playground storage areas are to be kept neat and clear of clutter to avoid providing nesting areas for rodents. The Centre is monitored monthly by a pest control service.
- Disposable cups are available.

Attachment: Ill Health Report
Toy Cleaning Schedules

Appendix C

Policy Name	Serious Occurrence Policy (Serious Occurrence Notification Form & Annual Serious Occurrence Summary Form)
Policy Date	March 2025

Policy

In accordance with the Child Care and Early Years Act, 2014 and the Ministry of Education Child Care Quality Assurance and Licensing guidelines for dealing with serious occurrences, the Centre is responsible for determining whether an incident is deemed to be a serious occurrence as defined by the following criteria and whether, therefore, it should be reported as a serious occurrence. A 24-hour window to report a serious occurrence starts once the Supervisor or delegate becomes aware of a serious occurrence. An online report is made to the Ministry of Education. A member or The Board of Directors is also notified. A Serious Occurrence Notification Form is posted on the information board in the hall entrance for a period of 10 business days following a serious occurrence report. The Supervisor will conduct an annual analysis of all serious occurrences, document the actions taken in response to the analysis and maintain a record of this analysis.

A serious occurrence is defined as the following:

- The death of a child who received childcare at the Centre, whether it occurs on or off the premises.
- Any abuse, neglect, or allegations of abuse or neglect of a child while receiving childcare at the Centre premises (see Child Abuse policy and procedures).
- Any life-threatening injury to or life-threatening illness of a child while participating in the program.
- Any incident where a child who is receiving childcare at the day care premises goes missing or is temporarily unsupervised.
- Any unplanned disruption of the normal operations of the Centre poses a risk to the health, safety or well-being of children receiving childcare at the childcare premises. (Fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown and other emergency relocation or temporary closure).

How to identify a serious occurrence:

- A person will identify a serious occurrence by referring to the definition section provided in the serious occurrence policy and/or notify a Supervisor immediately.
- A staff member or volunteer witnessing or having knowledge of an occurrence will report what they witnessed to the Supervisor or designate.

Actions to be taken if a serious occurrence occurred:

- If a person is involved in the occurrence and medical attention is warranted, First Aid will be administered and 911 will be called. If a child is involved a parent/guardian will be notified.
 - Appropriate steps will be taken to address any continuing health and safety risks to the person involved or others at the Centre.
 - In cases of death, the coroner will be notified.
 - All people who have knowledge of the occurrence should remain on the premises until they have been interviewed by the Supervisor or designate.
 - The Supervisor or designate will file an online report with the Ministry of Education on the Ontario "One-key" secure website and call the City of Toronto Serious Occurrence hotline to confirm they have made to online report. A member of the Board will also be notified that a report has been made. Reporting is to be done within a 24-hour time frame.
 - If the alleged occurrence is suspected to be child abuse, refer to the Child Abuse Policy.
-
- If a serious occurrence occurs when the Supervisors are off site, they should be notified as soon as possible so that the report can be filed within the 24-hour time frame. If based on the initial report there is reason to investigate further (underlying factors, patterns of behaviour) the Supervisor will set up a team consisting of the Supervisor, Assistant Supervisor, and a member of the Centre's Board to further the investigation. Outside resources will be called in if deemed necessary.
 - The Supervisor will conduct an annual analysis of all serious occurrences, document the actions taken in response to the analysis and maintain a record of this analysis. The supervisor will fill in or update the Annual Serious Occurrence Summary Form which is in the filing cabinet under Serious Occurrence.

Reporting Procedures

- One of the Supervisors completes the online Child Care Serious Occurrence Report within **24 hours** of the incident.
- To access the Serious Notification Form please go to the Ministry of Ontario website and type serious notification form. This will allow you to download the form.
- If the incident happens when the Supervisors are off site, they should be notified as soon as possible so that the reports can be filed within the 24-hour time frame.
- The Chair of the Board of Directors is notified that a serious occurrence report has been made. If unable to reach the Chair another member of the Board is notified.

Procedure for Posting

- The Supervisor will post the Serious Occurrence Notification Form generated by the CCLS to communicate information to families about serious occurrences.
- The Serious Occurrence Notification Form will be posted on the information board in the hall entrance of the Centre for a minimum of 10 business days following a serious occurrence report.
- The Serious Occurrence Notification Form is updated by the Supervisor as additional actions or investigations are completed. The Serious Occurrence Notification must remain posted for 10 business days following any updates.
- All Serious Occurrence Notification Forms must be kept for a minimum of 3 years from the date of the occurrence and the forms must be available for current and prospective families, licensing, and municipal children's services staff upon request. A folder with all previous Serious Occurrence Notification Forms is kept in the filing cabinet under Serious Occurrences.
- **In the case of alleged abuse/mistreatment**, the summary or the Serious Occurrence Notification form must not include any identifying information and shall be updated as new information is obtained. The description section will include information about whether CAS conducted an investigation into the report and identify that the Ministry conducted an investigation into compliance with related licensing requirements. The form will identify whether CAS verified the allegation or not, the action the Supervisor has taken on any directions given by CAS if applicable, and that any associated licensing non-compliances identified by the Ministry have been addressed if applicable.
- No child or educators names, initials, age or birth date of a child or group identifiers (ex. toddler room) are to be used on the Serious Occurrence Notification Form.
- All serious occurrences are recorded on the Annual Serious Occurrences Summary Form which is kept in the filing cabinet under serious occurrences.

Numbers that may be needed

Children's Aid Society	416 - 924 - 4646
Catholic Children's Aid Society	416 - 395 - 1500
Jewish Family and Child Service	416 - 961 - 9344
Native Child and Family Services	416 - 969 - 8501
Police, Fire, Ambulance	911
Coroner (in case of death)	416 - 314 - 4000
	416 - 314 - 4100 after hours

To access the Serious Notification Form please see the Ministry of Ontario website and type serious notification form. This will allow you to download the form.

The Serious Occurrence Annual Summary and Analysis Report are saved separately under policies.

Appendix D

Policy Name	Specialized Services: Wide Range of Abilities and Disabilities Inclusion
Policy Date	March 2025

Policy

Early Enrichment Day Care strives to provide equitable access to our services and programs for all families in our community. We are committed to providing quality childcare by working together with community agencies to enhance our ability to provide an inclusive environment that supports children and their diverse needs.

Definitions

Wide Range of Abilities and Disabilities:

Children who have a variety of talents, limitations, and challenges due to emotional, familial, physical, behavioural, developmental, cognitive, communicative, or emotional factors, and are at risk of not maximizing their potential. Wide Range of Abilities and Disabilities: encompass children who require support and assistance with daily living, whether formally diagnosed or not, and whether a diagnosis is short – or – long term in nature. (OMSSA definition)

Resource Consultants

Educators that are funded by the City of Toronto support licensed childcare programs for the provision of consultation, training, referral, case coordination transitional support and advocacy.

Procedure

- All educators at the Centre understand and agree to support inclusive practices as outlined in the policy. Board Members and educators review and sign off on the policy on an annual basis.
- All educators are encouraged to attend training workshops related to the needs of children with a wide range of abilities and disabilities when possible.
- Educators will adapt to the environment, programs and routines, when possible, in order to meet the needs of the child. Program adaptations will be reviewed with educators, families, and support agencies to assess their effectiveness.
- If all resources have been exhausted and the Centre has not been able to accommodate a child or family, the family will be asked to withdraw the child as outlined in the Centre's "Withdrawal Policy". The Centre will assist the family in finding a suitable childcare alternative.

Confidentiality

Educators will have access to confidential information about the child and their family and agree to keep this information in the strictest confidence. Educators review and sign the Centre's Confidentiality Agreement annually. Parental consent is required before the Centre can contact any outside agency regarding a child or before sharing any information about a child with any outside agencies or schools. All documentation of consent to share information will be kept in the Supervisor's office in the children's file.

Supporting Documentation

- Bias-free and Equity Policy
- Behaviour Guidance and Management Contravention of Behaviour
- Withdrawal of Child from Centre
- Health/Illness Policy
- Medical care (including administration of drugs and medication) Policy.
- Serious Occurrence Policy

Appendix E

Policy name	Accessibility Policy & Procedures <i>Accessibility for Ontarians with Disabilities Act (AODA)</i>
Policy Date	March 2025

Policy

The Centre is committed to providing barrier free access to its services in accordance with Ontario Regulation 429.07. The Centre is in a building with ramp access and strives to provide services in an environment where all families and visitors to the Centre feel welcome and respected. Accommodation will be made for families or visitors to the Centre who require the use of an Assistive Device, Service Animal or Support Person. Families and people with disabilities visiting the Centre should feel free to communicate any special need or accommodation they require to the Supervisor so that efforts can be made to meet individual needs.

The Centre will endeavor to ensure that the policy and related procedures are consistent with the following four core principles as outlined in the AODA:

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

Procedure

1. **Communication** – Everyone receives and processes information differently. It is the goal of the Centre to communicate with people with disabilities in the most effective way to meet their individual needs. Where possible, people will be asked directly by the Supervisor how best to communicate with them.
2. **Use of Assistive Devices, Service Animals or Support Persons** – Assistive devices, service animals and support persons will be accommodated at the Centre. All service animals must be up to date on all vaccinations under the Day Nurseries Act.
3. **Notice of Temporary Disruptions** – If there is a planned or unexpected disruption to service or access to the Centre a notice will be posted in the entrance hall on the family information board. Any family that will be affected by the disruption will be informed in their preferred method of communication why the disruption has occurred and how long it is expected to last.
4. **Feedback Procedure** – Persons with disabilities are encouraged and invited to provide feedback to the Centre for us to evaluate our performance and our ability to meet the needs of families and people with diverse abilities. People are invited to communicate their comments or concerns to one of the Supervisors in whichever way they are most comfortable. Any concerns brought to the attention of the Supervisors will be addressed within 2 business days.
5. **Training** – All educators viewed either the Ontario Government webcast "Providing Accessible Customer Service" or the "Working Together" series of videos provided by the Ontario Human Rights Commission to meet training requirements outlined in the Accessibility for Ontarians with Disabilities Act. Documentation is in each staff member's file. All supply staff, students and volunteers are also required to have training. The specific needs of people accessing services at the Centre will be evaluated on an individual basis and every attempt will be made by all educators to accommodate those needs.

Appendix F

Policy Name	Sleep and Supervision Policy & Procedure
Policy Date	March 2025

Policy

In accordance with the Ministry of Education Child Care Quality Assurance and Licensing the Centre will ensure that a child who is younger than 12 months is placed for sleep in a manner consistent with the recommendations set out in the document entitled “Joint Statement of Safe Sleep: Preventing Sudden Infant Deaths in Canada” published by the Public Health Agency of Canada unless the child’s physician recommends otherwise in writing. Educators will periodically perform visual checks of all sleeping children younger than 24 months to look for signs of distress and unusual behaviours and those visual checks will be documented.

Procedure

Children will be assigned their own labeled crib or cot. Families will be consulted in regard to their sleeping arrangement at time of enrollment or at any other appropriate time such as at transitions between programs or rooms or upon families’ request.

Families will be advised that children younger than 12 months will be placed on their backs at sleep time unless a written recommendation for an alternative sleep position is provided from the child’s physician.

At the Centre infants have a separate sleeping area located in the room. Educators are always required to be present in that area when 3 or more infants are asleep.

To identify which children are present, educators will have an attendance system as well as verbally confirm which children are in the sleep room.

The Centre will ensure that sufficient lighting is provided in the sleeping area for teachers to conduct direct visual checks.

Educators will verbally confirm that they perform a direct visual check of each sleeping child and monitor their breathing and temperature by touch. Infants and jr. toddlers will be monitored every 15 minutes, and the time of sleep, direct visual check time, and teacher’s initials will be documented on forms. Any significant changes in a child’s sleeping pattern observed by teachers will be communicated to families. Families of children who regularly sleep at the Centre will be advised of the policy and procedures regarding children’s sleep in the Program Statement and Handbook at time of enrollment.

All educators are required to follow sleep policy and procedure, and they will be reviewed annually or at any other time when changes are made. Records will be kept of these reviews for 3 years in staff files in a secure location.

Supporting Policies:

Bias Free and Equity Policy, Specialized Services, Wide Range of Abilities and Disabilities, and Inclusion

Appendix G

Policy Name	Parent Issues and Concerns Policy
Policy Date	March 2025

Policy

Families are encouraged to take an active role in our childcare 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, families, childcare providers, and 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.

The nature of the issues and concerns may include programming room related issues, general operations of Centre, staff/supervisor, and student/volunteer related concerns.

All issues and concerns raised by families are taken seriously by the Supervisor(s) and if necessary, brought to the attention of the Board of Directors 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 to the Supervisor. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the families will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to families within two 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 the parties involved.

Confidentiality

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

Conduct

Our Centre maintains high standards for positive interaction, communication, and role-modeling for children. Harassment and discrimination will therefore not be tolerated by any party.

If at any point a family, provider or educator feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the situation to the supervisor and/or the chair of the Board of Directors.

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 expresses concerns that a child is being abused or neglected, the family 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/childrensaidd/reportingabuse/index.aspx>

Escalation of Issues or Concerns: Where families 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 Centre's Children's Services Consultant (contact information is posted on the parent board located outside the supervisor's office or go to Children's Services Toronto website childcare@toronto.ca .

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

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

Contacts:

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Theressa Amaral, RECE, Supervisor: 416 762 8125 or earlyenrich@rogers.com

Teresa Gemmell, RECE Assistant Supervisor: 416 762 8125 or earlyenrich@rogers.com

Chair of the Board of Directors: contact information located on parent board located outside the supervisor's office.

Procedures

Nature of Issue or Concern	Steps for Families to Report Issue/Concern:	Steps for Educators and/or Supervisor(s) in responding to issue/concern:
Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the supervisor(s).	- Address the issue/concern at the time it is raised. - or - arrange for a meeting with the family within two business days. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received. - the name of the person who received the

Nature of Issue or Concern	Steps for Families to Report Issue/Concern:	Steps for Educators and/or Supervisor(s) in responding to issue/concern:
General, Centre- or Operations-Related E.g.: childcare fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the supervisor or if necessary, contact the chair of the Board of Directors.	issue/concern. - the name of the person reporting the issue/concern. - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the families regarding next steps or referral.
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to - the supervisor directly or - or the chair of the Board of Directors. All issues or concerns about the conduct of Educators, duty parent, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as families become aware of the situation.	Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within [two business days] or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the families who raised the issue/concern.
Student- / Volunteer-Related	Raise the issue or concern to - the supervisor directly. - 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 families become aware of the situation.	

Appendix H

Early Enrichment Daycare (the “Centre”)

Policy Name	Safe Arrival and Dismissal Policy and Procedure
Policy Date	March 2025

Purpose

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

This policy will provide educators, 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 Early Enrichment Daycare 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.

Policy

Early Enrichment Daycare will ensure that any child receiving childcare at the childcare centre is only released to the child's family or an individual that the family has provided written authorization the childcare Centre may release the child to.

- Where a child does not arrive in care as expected or is not picked up as expected, educators must follow the safe arrival and dismissal procedures set out below.

Additional Policy Statements

Children may only be released to another adult that the family has provided written authorization on their emergency pick up forms or have provided written consent (email) for that adult to pick up their child. The adult other than the parent or guardian must present photo I.D. to the teacher or supervisor upon pick up time.

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 and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on Early Enrichment Daycare Emergency Form 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 does not arrive at the childcare Centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:

- inform the Supervisor/ Assistant Supervisor/Educators and they must commence contacting the child's parent/guardian no later than 10:00 am. Supervisor/Educators shall contact families via email or phone. Supervisor/Staff must contact at least once and leave a voicemail if possible or email. Supervisor/Educators must contact an adult to confirm absence.
- 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 written record. If Supervisor/Educators are unable to contact families Educators will document on the daily written record they have tried contacting families and were unable to reach the families.

Releasing a child from care

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

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

1. Where a parent/guardian has previously communicated with the educator at a specific time or timeframe that their child is to be picked up from care and the child has not been picked up the educator/Supervisor shall contact the parent/guardian by phone call and advise that the child is still in care and has not been picked up.
 - Where the educator is unable to reach the family, the educator must call again and leave a message for the family. Where the individual picking up the child is an authorized individual and their contact information is available, the educator shall proceed with contacting the individual to confirm pick-up as per the families' instructions or leave a voice message to contact the Centre.
 - Where the educator has not heard back from the family or authorized individual who was to pick up the child the educator shall wait until the Centre closes and then refer to procedures under "where a child has not been picked up and the Centre is closed."

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

1. Whereas the family or authorized individual who was supposed to pick up a child from care has not arrived by 6:00pm, educators shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One educator shall stay with the child, while a second educator proceeds with calling the family to advise that the child is still in care and inquire about their pick-up time. In the case where the person picking up the child is an authorized individual; the educator shall contact the family first and then proceed to contact the authorized individual responsible for picking up if unable to reach the family.

Educators will only release children from care to the family or other authorized adult. Under no circumstances will children be released from care unsupervised.

3. If the educator is unable to reach the family or authorized individual who was responsible for picking up the child, the educator shall proceed to contact the next authorized individuals listed on Early Enrichment Daycare Emergency Form.
4. Where the educator is unable to reach the family or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 7:00pm the educator shall proceed by contacting the local Children's Aid Society (CAS) 416 924-4646. Educators shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Glossary

Individual authorized to pick-up/authorized individual: a person that the family/parent/guardian has advised the childcare program staff in writing can pick-up their child from care.

Family/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.