

Early Learning and Child Care

---

Caledon East  
Children's Place

---

Parent Handbook



**Community • Families • Quality**

[www.cechildrensplace.com/905-584-9189/cechildrensplace@outlook.com](http://www.cechildrensplace.com/905-584-9189/cechildrensplace@outlook.com)

# Parent Handbook

---

Centre Information .....	3
Program Statement and Implementation .....	4
Quality Assurance .....	8
Financial Fees .....	8
Programs .....	9
Curriculum .....	10
Arrival and Departure Procedures, Holidays and Withdrawal Policy .....	11
Behavior Management Policy .....	11
Supervision of Children Policy .....	12
Supervision of Students and Volunteers Policy .....	13
Parents Issues and Concerns Policy .....	13
Emergency Management Policy .....	15
Waitlist .....	25
Parent Code of Conduct .....	27
Smoke Free Policy .....	27
Confidentiality and Change of Information .....	27
Photos .....	27
Nutrition and Food .....	27
● CECP Guidelines for Bagged Lunch (Before and After School Children Only) .....	28
Weather Cut-Off Temperature for Outdoor Time .....	29
Inclement Weather Policy .....	29
Medication Administration Policy .....	30
Illness Policy .....	31
Rest and Safe Sleep Supervision Policy .....	32
Police Reference Check/Vulnerable Sector Screening Policy .....	34
First Day Checklist .....	35
● Toddler Room Daily Routine .....	36
● Preschool Room Daily Routine .....	37
Appendix A - Accident/Injury Report Sample .....	38

# Parent Handbook

Caledon East Children's Place has been in operation since 1988, providing non-profit, licensed quality early learning and child care to children aged 18 months – school age. The childcare centre has also served as a steady place for employment and student teacher field placements. It has partnered with both the catholic and public school boards, offering before and after school care.

## **Board of Directors**

Caledon East Children's Place is a non-profit organization whose operations are managed by an Executive Director, and overseen by a governing Board of Directors. The volunteer Board of Directors consists of both parents and community members and is responsible for the business operations of Caledon East Children's Place. Within the Board, a core group consisting of the President, Vice President, Treasurer and Secretary, creates the Board Executive. The remaining members attend Board meetings, vote on issues, sit on committees, and form the governance direction of the organization.

The centre is an inclusive and family centered environment. Parents are consulted for their knowledge to support the centre in its operations. Parents volunteering on the Board of Directors have the opportunity to provide input and take part in evaluating the program and services.

## **Early Learning and Child Care Centre Staff**

A Supervisor oversees staff and daily centre operations. The supervisor also works closely with the Executive Director regarding centre initiatives and decisions.

- Program staff are mostly Early Childhood Educators, registered with the College of Early Childhood Educators (RECE). All staff members have current First Aid/CPR training, updated immunization and a Criminal Reference Check (Vulnerable Sector Screen).
- Supply Educators are also RECEs, and have acquired the above requirements.

We support student teachers enrolled in local Community Colleges/Universities in a variety of courses related to the field of Early Childhood Education. Student teachers work alongside staff and are never left with children on their own. All student teachers have current First Aid/CPR training and Police Record Checks.

The centre is routinely inspected by the Health Department and the Fire Department. Monthly fire drills are practiced. A Program Advisor from the Ministry of Education and an Early Years Specialist from the Region of Peel offer support and ensure health, safety and developmental standards are met.

We have secure access to the centre by using a keypad with a code that only parents and staff are given. This door code is changed at least 4 times a year. When the code is changed parents are advised via email with the new code. For safety reasons, we require parents do not share the code with anyone else.

# Program Statement

---

The Caledon East Children's Place includes the "*Ontario Pedagogy for the Early Years, How Does Learning Happen?*" and "*The Ontario Early Years Framework*" and aligns it with elements of the *HighScope* educational approach to learning. The goals set for children are consistent with the Four Foundations, Ministry of Education pedagogy and principles.

Caledon East Children's Place is committed to ensuring that all children have the right to be cared for in an environment where their emotional, physical and developmental needs are supported.

## The Centre:

- Supports diversity to include culture practices, gender, religious beliefs, social class, family composition, appearance, diverse abilities and lifestyle. Children have the right to be cared for in an environment located in their own community where they will grow, develop and learn.
- Practices, emphasizes and promotes active learning which means children have direct, hands-on experiences with people, objects, events, and ideas.

## Educators:

- Observe and document children's interests and plan experiences to enhance learning and understanding of each child's level of development, plan a variety of individual and group, indoor and outdoor activities to support and extend children's learning
- Engage with, and value families and community members as the most important contributors to their child's learning experience. Children's social interactions with their peers are encouraged and supported through each day as they explore materials.

## At Caledon East Children's Place:

- Every child is valued as an individual and connected to others in our environment. They form authentic caring relationships with others, contribute and create a sense of **Belonging** with their peers, their group, their classroom community and their world.
- Every Child is nurtured and supported to promote positive **Well-being**, healthy development and a positive sense of self.
- Every child is an active participant in their environment. They are co-constructors of their world. Children are active learners that **Engage** as they plan, play, inquire and recount their experiences. They problem solve, think creatively and express ideas which is essential to their success and development.
- Every child is recognized as capable, competent, curious and rich in potential. Children are encouraged to **Express** themselves physically, verbally, or through the use of different materials. This promotes positive communication; language skills and a strong sense of self where they can become equal partners and develop problem solving skills. Each child is valued as an individual.

## A Place Where Children Belong

### The Learning Environment

***Planning for and creating a positive learning environment in which each child's learning and development is supported. Indoor, outdoor and active play and rest/quiet time are incorporated into the day. Consideration to the unique needs of each child is provided to the children.***

The programs encompass, promote and support inquiry, communication, active participation, and meaningful experiences for children. Children formulate new ideas about their world and focus on activities that interest them. The Learning environment supports experiences and provides opportunities for child initiated and teacher supported experiences and interactions. Curriculum content areas include:

- Language, literacy and communication
- Creative arts, music and movement, pretend play
- Mathematics, construction and design
- Science, technology and social studies
- Active outdoor play that supports physical literacy/development and health
- Approaches to Learning; planning, engagement and reflection
- Social and Emotional Development; promoting positive self-identity and self-regulation skills, sense of competence and building relationships with others.

### **Teacher-Child Interactions and Experiences**

***Providing for child initiated and adult supported experiences***

***Support positive and responsive interactions among the children, parents, educators and staff***

A major component of the program at CECP, is teacher-child interaction and the importance of how “shared control” is essential to how teachers and children interact with one another. Teachers and children are play partners which allows for a supportive environment. Activities are planned by teachers and are focused on specific concepts that are based on the child's interests, development and goals for learning. Teachers observe each child in their group and provide opportunities for children to express their initiatives and make choices. During play situations, teachers follow children's leads. They also look for opportunities to gradually challenge the children by introducing new ideas or concepts, while remaining within the goals set out for them.

### **In following HighScope Principles, Educators:**

- Participate in children's play
- Converse as partners with children
- Use encouragement instead of praise
- Encourage children's problem solving
- Observe and document children's learning, interactions, and experiences

***The centre involves local community partners and allows those partners to support the children, their families and staff.***

The centre values and fosters collaborative and cooperative relationships with all our community partners. Partnerships include but are not limited to: The Region of Peel, PIRS, local community colleges and universities, local schools in the community, community leaders and councilors, Community of Caledon East local businesses and organizational groups. Events, funding and support programs hosted by our centre for our

families are generously supported by these partners in one way or another and are in full support of the centers' well-being, viability and sustainability.

## **Well-being for All**

### ***The Centre promotes the health, safety, nutrition and well-being of children, educators and families.***

Caledon East Children's Place meets all the requirements under health and safety mandated by the Ministry of Education, Public health and other municipal by-laws. Policies, procedures and protocols are in place to protect and enforce proper safety practices, promote good health and proper sanitation. Our kitchen staff is "Food Handler" certified and follows a strict regimen when preparing and serving food as well as keeping a clean and sanitary environment.

The centre takes stringent steps to protect children with food allergies. Child allergies are documented and the menu is adjusted to ensure that all children, regardless of the allergy, are included. We make special provisions for children with Anaphylaxis and have a strict policy in regards to NO food being brought in to the centre, which is monitored very closely by the Supervisor and kitchen staff.

All Staff, volunteers and students must have current First Aid and CPR. All new employees, volunteers and students must obtain a Criminal Reference Check (Vulnerable Sector Screen) before commencing employment, student placement or volunteer time at the centre.

## **Nutrition**

The Centre adopts a four-week rotating menu schedule based on Canada's Food Guide. Food is provided by "Food For Tots", a daycare catering company. Fresh fruits and vegetables are served multiple times a day, along with whole grains and a variety of proteins. As an inclusive organization, provisions are made for children with allergies, dietary needs and religious requirements or restrictions.

During meal times, teachers enable children to serve themselves using tools that support easy manipulation for children to be self-sufficient. Children make choices of food servings and amounts.

### ***Supporting Staff and others who interact with children in relation to professional learning***

Registered Early Childhood Educators and Support Staff at Caledon East Children's Place maintain credentials and undertake regular training to remain current in the field of child development and care, at a minimum of eight (8) hours of professional development per year. It is the centre's policy that all RECE's maintain a current and "in good standing" status with the College of Early Childhood Educators.

### ***Document and review the impact of strategies on children and their families.***

In keeping with HighScope principles, the teachers document daily occurrences, interactions and communication of children to determine their development. This is done in many forms. Teachers photograph play situations, make anecdotal notes and document the children's "work" which is displayed in the classroom to make it visible to the children and their families. The teacher then coordinates the reflective documentation and measures how the program contributes to the children's growth. The teacher then creates the following day's plans to enhance and move forward with supporting the child's strengths, goals and interests.

*These authentic assessments are more natural. They provide teachers with valuable and practical information to understand and plan for the developmental needs of the children in their care. Because information on children's progress is gathered in the course of everyday classroom activities, the results can immediately be put to work to strengthen the classroom program (HighScope: Child Assessment, 2016).*

## **Engaging in Learning**

### ***Fostering Children's exploration, play and Inquiry***

Through daily observations of children during work and choice time, daily routines and outdoor time, teachers take note of what the children say and do. The teachers use this information to plan small and large group times, outdoor experiences and for the addition of materials that scaffold children's learning.

During the children's work or choice time, teachers sit with the children and observe their play to see what direction the children are taking. Teachers use the children's lead and ideas to take on a role in their play – they do not force their ideas on the children. Teachers recognize that play is more purposeful and lasts longer when the children arrive at, and execute their personal and group ideas for play.

Observation and note taking provide teachers with information on the children's current skills and abilities. Using this information, teachers arrive at ideas on how to expand/scaffold this learning through adding materials and by providing appropriate questions.

### ***Fostering ongoing communication with parents about the program and their children.***

Teachers use pictures and notes for daily communication records on eating/toileting/activities for children in the toddler groups. We recognize that parents appreciate this information as their child transitions to daycare. Typically, at pick up time, teachers provide parents with information about some components of their child's day. Parents are highly encouraged to call the centre to speak with staff at any time. Many parents call the centre through times of new adjustment, and are provided with specific examples of their children's day.

### **Methods of Expression**

#### ***Encouraging Children to interact and communicate in a positive way***

We believe children have the ability to express themselves, have their own thoughts and can problem solve through different challenges. The HighScope "Six Steps to Problem Solving" enables educators to support and guide children through the steps to conflict resolution and empower their own feelings, thought and expressions.

Conflict Resolution – The Problem Solving Method ([www.highscope.org](http://www.highscope.org)).

1. **Approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.
2. **Acknowledge children's feelings.** Say something simple such as "You look really upset;" let children know you need to hold any object in question.
3. **Gather information.** Ask "What is the problem?" Do not ask "why" questions as young children focus on what the problem is rather than understanding the reasons behind it.
4. **Restate the problem:** "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones.
5. **Ask for solutions and choose one together.** Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.
6. **Educators prepare to give follow-up support.** Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

***Encourage children to interact and communicate in a positive way and support their ability to self-regulate***

The centre recognizes the importance of positive interactions between teachers and children. Children who experience difficulty with transitions or stressful situations (such as drop off time) are supported and given opportunities to de-stress and recover from those situations. This allows for a more positive outcome. Teachers are caring, warm, responsive and inclusive and promote positive relationships with children in their care. They collaborate with children and families to provide the best possible care using supportive strategies. Teachers also share their professional knowledge and experiences in order to reflect and support children and their families. Supporting children with the ability to self-regulate is one of the centre's most important practices.

Teachers:

- Enable children to calm themselves
- Provide items of comfort, space to calm down and time to de-stress and recover
- Give support and comfort to children who are upset and stressed
- Recognize stressors or triggers for individual children. This allows the teachers to prepare children before these occur i.e. transition times
- Use S.O.U.L - Silence-Observation-Understanding-Listening

## Quality Assurance

---

**Raising the Bar in Peel** CECP is a member of Raising the Bar in Peel (RTB). This is a voluntary, community accreditation program for licensed child care programs and measures quality in the areas of:

- Quality Assurance
- Best Practices
- Professional Development

RTB promotes healthy child care environments for children; builds on the strengths of local child care communities, and has a series of activities to guide and monitor best practices.

Staff members remain updated in their field through professional development opportunities and by attending workshops annually. Workshop examples relate to child development, leadership, programming, health and nutrition.

All teachers adhere to The Code of Ethics and Standards of Practice as set out by the College of Early Childhood Educators. These standards convey certain expectations for which it is reasonable to hold members of the profession accountable. The Code of Ethics reflects a core set of beliefs and values of care, respect, trust and integrity. These beliefs and values are fundamental to members of the profession and guide their conduct.

## Financial Fees

---

There is a non-refundable, \$60.00 per child registration fee. This one-time fee is due upon enrollment. Monthly fees are due on the **first day** of each monthly billing cycle. Full Fees are due monthly regardless of statutory holidays or illness and whether a child attends or not. Each child in the centre accounts for one space and parents are required to pay for this space to maintain it. The daycare ensures the maximum number of children in care, within the guidelines of the Child care and Early Years Act- Ministry of Education. Fees can be

paid by post-dated cheques, monthly cheques or E-Transfers. There is a \$35.00 NSF charge for returned cheques.

Parents/Guardians are required to pay for each day their child is scheduled to be at the centre, even if the child is ill or absent. The fees support the full operations of this non-profit centre. If you wish to add a day, please confirm with the supervisor if there is a spot available. The extra fee will be reflected on the monthly statement.

The centre is open from 7am until 6pm. **Late fees include \$20.00 per 10 minutes late after 6pm.** This will be paid in cash directly to the Staff members who stayed late with the child. Late pick up happens from time to time and will be documented. After **3** episodes of recurrent lateness, the Supervisor will speak to the Parents. Dismissal may be a factor if there is no resolution. If a child is left at the daycare past 8:00 pm and emergency contacts cannot be contacted the child will be considered abandoned and The Children's Aid Society will be notified of the situation.

**Subsidy:** Child care fee subsidy is a program that helps qualifying families cover the cost of licensed child care for children up to the age of 12. This service is available through the Municipality of Peel Region. If you are questioning whether you qualify, you can access the subsidy calculator <http://www.peelregion.ca/social-services/calculators.htm#CC>. You can also call 905-793-9200 or 1-800-327-5379 to apply by phone and to determine your eligibility.

## Programs

---

### **Toddlers: 18 – 30 months of age- Teacher to child ratio: 1 to 5 children**

Teachers in the toddler programs are highly trained to understand how toddler children thrive and develop. Through child observations and close interactions with parents, your child's teacher will quickly learn to understand your child's individual temperament, likes and dislikes. Each child has a primary teacher who will care for your child each day. Teachers use a calm and nurturing approach to build quick and strong relationships with all children. Activities and materials are planned and prepared to meet the children's individual and group needs.

### **Preschoolers: 30 months - 5 years of age- Teacher to child ratio: 1 to 8 children**

Children in the preschool room enjoy a full day of activities, morning and afternoon outdoor play, snacks/lunch and a time for rest. Although all teachers are responsible for a classroom of children, your child will have a primary teacher they will be with for most of their day. Teachers set the learning environment to meet the needs and interests of the children in their group. Teachers plan small group activities where children learn a variety of concepts while experimenting with materials. Large group activities consist of music and movement, storytelling and other shared ideas.

### **Before and After School Care (Kindergarten)- Teacher to child ratio: 1 to 13 children**

- The centre is on the bus routes for: St. Cornelius, Caledon East Public School
- Care is offered from 7:00am - 9:00am and 3:30pm - 6:00pm.
- PA Days, Snow Days/Bus Cancellation, March Break, Christmas Break
- Program activities and snacks are offered both morning and afternoon

Please note: The centre also offers Before and After School Care for children up to age 12.

Reduced ratios apply for arrival (7:00am to 8:30 am), nap time and departure (5:00pm-6:00pm) as per the Ministry of Education – Child Care and Early Years Act.

Age Group	Number of Children in room	Number of Staff required
Toddler	1-8	1
	9-10	2
Preschool	1-12	1
	12-24	2

**Rest Time:** After lunch, the children have an opportunity to rest or sleep for two-hours. Preschoolers who rest for short periods of time attend a “wake-up room” where they can engage in relaxed activities until rest time is over.

Children may be taken off the daycare property for field trips in our community from time to time for community awareness. Parents will be notified of the outing planned and the route the group will be taking. Permission forms will be given to parents for field trips. Toddlers will not be taken on any outings.

Community field trips are planned throughout the year. We welcome you if wish to attend and help. If you chose to volunteer, you will be required to have a Criminal Reference Check (Vulnerable Sector Screen) paid at your own expense and submitted to the Supervisor for review, as per the Ministry of Education requirements.

## Curriculum

---

The Caledon East Children's Place has adopted elements of the HighScope educational approach to learning. HighScope emphasizes **active learning** which means children have direct, hands-on experiences with people, objects, events, and ideas. By observing the children's interests and understanding each child's level of development, teachers plan a variety of activities. These include individual, group, indoor and outdoor activities. These activities support and extend children's learning. Teachers adopt the following elements of the HighScope curriculum:

1. **Adult Child Interactions:** These are positive and encouraging, include consistent problem solving strategies, and emphasize building internal motivation within the children.
2. **Active Learning:** The day is filled with play based, active learning, and emergent ideas stemming from the children’s interests.
3. **The Classroom Environment:** This is plentiful, labeled, and filled with authentic and natural materials.
4. **The Daily Routine:** This is filled with opportunities for child directed learning as well as adult directed learning which supports their entry into elementary school.
5. **Child Observation and Assessment:** Teachers are continually observing children, and making curriculum plans based on these observations.

For more information on HighScope please visit [www.highscope.org](http://www.highscope.org)

## Arrival and Departure Procedures, Holidays and Withdrawal Policy

---

The centre is open from 7:00am to 6:00pm, year-round. The centre closes two-hours early (4:00pm) on Christmas Eve and New Year's Eve, and is closed on all Statutory Holidays (New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving Day, Christmas Day and Boxing Day)

When bringing your child to the centre, you are responsible to deliver your child to his/her teacher in the designated drop off classroom. Persons not listed on your child's enrollment forms as authorized people will not be allowed to pick up your child unless you provide approval in writing or via email. Authorized pick up individuals are given the implied authority to acknowledge any report (i.e accident report, illness report) provided by CECP at the end of the day. It is your responsibility to retrieve this information from the authorized pick-up individual as needed.

If your child is going to be absent for the day, the centre requires that you provide notification by 9:00am. Payment is required for every day your child is scheduled to be at the centre, even if the child is ill or absent. **The centre requires a minimum of two-week written notice, or payment in lieu of notice, when a child is being withdrawn from the centre.**

Caledon East Children's Place is an inclusive organization that strives to meet the needs of children and families. In situations where the program is having difficulty meeting the needs of a child, Caledon East Children's Place may decide to terminate care. The following factors/situations may determine withdrawal.

- Non-payment of fees
- Chronic late pick-up
- Situations that require specialized services that Caledon East Children's Place are not able to provide
- Parents or children who exhibit abusive behaviour towards staff, other children and families.
- Children who are unable to manage in a group care setting (after all supports have been explored first)
- Refusal by parent/guardian to meet with the supervisor/director and or consent to the use of support staff

## Behaviour Management Policy

---

In the course of children's play, conflicts arise. Caledon East Children's Place has established a supportive, active learning climate where teachers realize that from time to time, children's desires are bound to conflict. Situations of conflict are seen as opportunities for children to develop skills in social problem solving. Adults in the program will focus on enabling children to resolve issues at hand rather than punishing them. Caledon East Children's place does not engage in the practice of "time out" for behavior management.

Caledon East Children's Place uses a problem solving approach to conflict resolution. This means that social conflicts between children will be dealt with calmly and patiently. The children's feelings will be acknowledged, information about the conflict will be gathered and the children will be helped to generate solutions and make cause and effect connections. Skills gained in working through problems will develop over time. The centre believes that problems diminish when adults focus on the children's strengths. The centre believes children learn social skills as they develop and grow and that the authentic relationships children have with their teachers will support them as they try out different behaviours. The safety of the children is a prime consideration at CECP. Teachers will intervene immediately to stop unsafe or hurtful actions/activities. Children will be redirected to more appropriate play in these circumstances.

Please speak to your child's classroom teacher, the supervisor or the director of the centre if you have specific concerns about behaviour.

**Prohibited Practices- Caledon East Children's Place shall never permit, with respect to any child in their care, in accordance with Subsection 6.6- Prohibited Practices- Childcare and Early Years Act Ontario Regulation 137/15**

- (a) Corporal punishment of the child;
- (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- (e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- (f) Inflicting any bodily harm on children including making children eat or drink against their will.

## Supervision of Children Policy

---

It is the responsibility of each staff member to ensure the safety and well being of each child attending the centre. Children must be supervised at all times during all routines including arrival, departure, transitions, washroom, indoor play and outdoor play.

### Procedures:

1. All children must be marked in and out on the daily attendance sheet indicating the time of arrival or departure. This must be done at the exact time the child is released from the parent/guardian to the receiving staff upon arrival or from the supervising staff to the parent/guardian upon departure. Daily attendance sheets must also record all children that are absent due to vacation or illnesses. These absences must also be noted in the classroom communication log. The attendance binder is to be kept with each group of children at all times.
2. When beginning/ending a shift staff must verify verbally with the staff on duty the number of children in attendance, as well as verify this against the attendance sheet. Staff must also do a head count to ensure it coincides with the attendance sheet. This procedure is to be conducted when staff are leaving or returning from breaks, lunches, etc.
3. Head counts of children are to be conducted before, during and after all transitions from one activity area to another (ie: playroom to playground). Head counts are always to be checked against the attendance binder. An accurate daily record indicating arrival/departure/absence helps to establish an accurate account of all children in the event of an emergency.
4. It is the responsibility of each staff member to ensure they have an updated copy of the emergency form for each child in the class and that it is kept in the attendance binder at all times. It is the Supervisor's responsibility to maintain an updated master emergency binder to be kept in the office at all times.
5. Children are only to be released to their parents/guardians. In the event of an emergency when there is an alternate designated pick-up individual, the parent/guardian must provide written authorization. The staff must review the person's identification with the information provided by the parent/guardian. This needs to be logged in the room communication book.

6. Any broken materials must be removed from the classroom and reported to the Supervisor immediately.
7. The disinfecting solution bottles (bleach and water) must be kept out of reach from the children. Any other cleaning supply must be stored in the locked laundry room.

## Supervision of Students and Volunteers Policy

---

This policy outlines the importance of supervising student teachers and volunteers that complete placements from a recognized college and volunteer time to support the program. This policy will help support the safety and well-being of the children in our centre.

### **Policy:**

- Students and Volunteers will be supervised directly by Registered Early Childhood Educators that they are assigned to. RECE supervising staff will be directly responsible for the student and volunteer.
- All Students, Volunteers and Employees must be over the age of 18 years old.
- Students and volunteers are never to be left alone with the children.
- Students and Volunteers are never to be counted in child staff ratio.
- Criminal reference checks and updated immunization are required by all students and volunteers before commencement of placement or volunteered time.
- Student teachers and Volunteers must review and sign all policies that pertain to their position at Caledon East Children's Place. A separate Student and Volunteer file contains policies such as Fire and Evacuation, Behaviour Management, Anaphylaxis etc. will be signed prior to commencing their time at Caledon East Children's Place.
- All Students will follow all Policies that are required, contravention of any policy will be reported to the supervisor who will determine the severity, termination of placement and or volunteering may be a factor.

## Parents Issues and Concerns Policy

---

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

### **Definitions**

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

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

### **Policy: General**

Parents/guardians are encouraged to take an active role at CECP and regularly discuss what their children are experiencing with the program. As supported by the program statement, the centre supports positive and responsive interactions among the children, parents/guardians, child care providers and staff, and fosters the engagement of and ongoing communication with parents/guardians about the program and their children. The staff is available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Caledon East Children's Place and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 1. business day. The person who raised the issue/concern will be kept informed throughout the resolution process.

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

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

**Conduct:** CECP maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

**Concerns about the Suspected Abuse or Neglect of a child:** Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local 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>

**Procedures:** Nature of Issue or Concern, Steps for Parent and/or Guardian to Report Issue/Concern, Steps for Staff and/or Licensee in responding to issue/concern:

**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 or licensee. - Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within 1.business day. 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 issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. 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 1. business day or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

**General, Centre- or Operations-Related:** E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc. Raise the issue or concern to - the Supervisor or Executive Director.

**Staff, Supervisor, and/or Licensee-Related:** Raise the issue or concern to - the individual directly or - the supervisor or Executive Director. All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.

**Student- / Volunteer-Related:** Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the supervisor and/or the Executive Director. - All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the Supervisor as soon as parents/guardians become aware of the situation.

**Escalation of Issues or Concerns:** Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Executive Director.

137/15 Issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act, 2014 and Ontario Regulation 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:** Supervisor: Marina Badillo Alonso 905 584 9189

Executive Director: Brenda McNairn [brenda.mc.cechildrensplace@outlook.com](mailto:brenda.mc.cechildrensplace@outlook.com)

Ministry of Education, Licensed Child Care Help Desk 1-877-510-5333 [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

## Emergency Management Policy

---

### Definitions

*All-Clear:* A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

*Authority:* A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

*Emergency:* An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

*Emergency Services Personnel:* persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

*Evacuation Site:* the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

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

*Meeting Place:* the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

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

*Unsafe to Return:* A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

## Policy

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

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

Staff 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 child care centre, the **meeting place** to gather immediately will be located at: the small parking lot across from the Toddler Playground.

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at:

Caledon East Community Complex,  
6215 Old Church Rd  
Caledon East, Ontario L7C 1H8  
905 584 9254

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

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 any emergency situations happen that are not described in this document, the Supervisor or Executive Director will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by the Supervisor. in the daily written record.

## Additional Policy Statements

E.g. regular drills with staff for training/practice, emergency bag preparation, etc.

The Supervisor will conduct monthly fire drills and biannual lockdown drills. The Assistant Supervisor will be responsible for maintaining the “emergency bag”.

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p><b>Lockdown</b> When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<p>1. The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.</p> <p>1. Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location.</p> <p>1. Staff inside the child care centre must:</p> <ul style="list-style-type: none"> <li>● remain calm;</li> <li>● gather all children and move them away from doors and windows;</li> <li>● take children’s attendance to confirm all children are accounted for;</li> <li>● take shelter in closets and/or under furniture with the children, if appropriate;</li> <li>● keep children calm;</li> <li>● ensure children remain in the sheltered space;</li> <li>● turn off/mute all cellular phones; and</li> <li>● wait for further instructions.</li> </ul> <p>1. If possible, staff inside the program room(s) should also:</p> <ul style="list-style-type: none"> <li>● close all window coverings and doors;</li> <li>● barricade the room door;</li> <li>● gather emergency medication; and</li> <li>● join the rest of the group for shelter.</li> </ul> <p>1. The Supervisor will immediately:</p> <ul style="list-style-type: none"> <li>● close and lock all child care centre entrance/exit doors, if possible; and</li> <li>● take shelter.</li> </ul> <p><b>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</b></p>
<p><b>Hold &amp; Secure</b> When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<p>1. The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</p> <p>1. Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</p> <p>3) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> <li>● remain calm;</li> <li>● take children’s attendance to confirm all children are accounted for;</li> <li>● close all window coverings and windows in the program room;</li> <li>● continue normal operations of the program; and</li> <li>● wait for further instructions.</li> </ul>

	<p>4) The Supervisor must immediately:</p> <ul style="list-style-type: none"> <li>● close and lock all entrances/exits of the child care centre;</li> <li>● close all blinds and windows outside of the program rooms; and</li> <li>● place a note on the external doors with instructions that no one may enter or exit the child care centre.</li> </ul> <p><b>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</b></p>
<p><b>Bomb Threat</b> A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1. The staff member who becomes aware of the threat or the Supervisor must:</p> <ul style="list-style-type: none"> <li>● remain calm;</li> <li>● call 911 if emergency services is not yet aware of the situation;</li> <li>● follow the directions of emergency services personnel; and</li> <li>● take children’s attendance to confirm all children are accounted for.</li> </ul> <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>
<p><b>Disaster Requiring Evacuation</b> A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre’s fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> <li>● remain calm;</li> <li>● gather all children, the attendance record, children’s emergency contact information any emergency medication;</li> <li>● exit the building with the children using the nearest safe exit, bringing children’s outdoor clothing (if possible) according to weather conditions;</li> <li>● escort children to the meeting place; and</li> <li>● take children’s attendance to confirm all children are accounted for;</li> <li>● keep children calm; and</li> <li>● wait for further instructions.</li> </ul> <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> <li>● take a first aid kit; and</li> <li>● gather all non-emergency medications.</li> </ul> <p>4) Designated staff will:</p> <ul style="list-style-type: none"> <li>● help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and</li> <li>● in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.</li> <li>● If individuals cannot be safely assisted to exit the building, the designated staff will assist them to <a href="#">Click here to enter text.</a> and ensure their required</li> </ul>

	<p>medication is accessible, if applicable; and</p> <ul style="list-style-type: none"> <li>● wait for further instructions.</li> </ul> <p>5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
<p><b>Disaster - External Environmental Threat</b> An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>1. The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p><b>If remaining on site:</b></p> <p>1. Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>1. Staff must immediately:</p> <ul style="list-style-type: none"> <li>● remain calm;</li> <li>● take children’s attendance to confirm all children are accounted for;</li> <li>● close all program room windows and all doors that lead outside (where applicable);</li> <li>● seal off external air entryways located in the program rooms (where applicable);</li> <li>● continue with normal operations of the program; and</li> <li>● wait for further instructions.</li> </ul> <p>1. The Supervisor. must:</p> <ul style="list-style-type: none"> <li>● seal off external air entryways not located in program rooms (where applicable);</li> <li>● place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and</li> <li>● turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable).</li> </ul> <p><b>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</b></p>
<p><b>Natural Disaster: Tornado / Tornado Warning</b></p>	<p>1. The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</p> <p>1. Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>1. Staff must immediately:</p> <ul style="list-style-type: none"> <li>● remain calm;</li> <li>● gather all children;</li> <li>● go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</li> </ul>

	<ul style="list-style-type: none"> <li>● take children’s attendance to confirm all children are accounted for;</li> <li>● remain and keep children away from windows, doors and exterior walls;</li> <li>● keep children calm;</li> <li>● conduct ongoing visual checks of the children; and</li> <li>● wait for further instructions.</li> </ul>
<p><b>Natural Disaster: Major Earthquake</b></p>	<ol style="list-style-type: none"> <li>1. Staff in the program room must immediately: <ul style="list-style-type: none"> <li>● remain calm;</li> <li>● instruct children to find shelter under a sturdy desk or table and away from unstable structures;</li> <li>● ensure that everyone is away from windows and outer walls;</li> <li>● help children who require assistance to find shelter;</li> <li>● for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck;</li> <li>● find safe shelter for themselves;</li> <li>● visually assess the safety of all children.; and</li> <li>● wait for the shaking to stop.</li> </ul> </li>   <li>1. Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.</li>   <li>1. Once the shaking stops, staff must: <ul style="list-style-type: none"> <li>● gather the children, their emergency cards and emergency medication; and</li> <li>● exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building.</li> </ul> </li>   <li>1. If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> <li>● take a first aid kit; and</li> <li>● gather all non-emergency medications.</li> </ul> </li>   <li>1. Individuals who have exited the building must gather at the meeting place and wait for further instructions.</li>   <li>1. Designated staff will: <ul style="list-style-type: none"> <li>● help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and</li> <li>● in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.</li> <li>● If individuals cannot be safely assisted to exit the building, the designated staff will assist them to <a href="#">Click here to enter text.</a> and ensure their required medication is accessible, if applicable; and</li> <li>● wait for further instructions.</li> </ul> </li>   <li>1. The site designate (kitchen coordinator) must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.</li> </ol>

*Immediate Emergency Response Procedures for Other Emergencies*

Details for sewage backup, power outage, flood and water interruption.

**SEWAGE BACKUP**- In the event of a SEWAGE BACKUP, Caledon East Children's Place will close. The Supervisor will inform the building management, (St. James Church Warden: 905 584 9635) and the Executive Director to resolve the issue. The Supervisor will call the Region of Peel Public Health – 905 799 7700 or 1888 919 7800 and The Ministry of Education to inform them of the situation. Assessment and recommendations from the Region of Peel will determine if the centre can remain open or closed until the problem is resolved. If the Children are currently in program at the time of the sewage back up, depending on the degree of the situation, the children may need to be moved to the evacuation site:

**Caledon East Community Complex**

**6215 Old Church Rd, Caledon East, Ontario, L7C 1H8**

**(905) 584-9254**

If the problem is not corrected by the start of the following day, Caledon East Children's Place will be closed. Parents will be contacted by telephone/email. Caledon East Children's Place will remain closed until the situation is resolved.

**POWER OUTAGE**- In the Event that Caledon East Children's Place has no Hydro and the power outage lasts more than 2 hours, Caledon East Children's Place will close. Caledon East Children's Place requires electricity to power the water pumping system for water and toilet use. The Supervisor will note the time of the power outage and contact the building management, (**St. James Church Warden-905 584 9635**) and the Executive Director to inform them of the situation and arrange to have the problem resolved. The Supervisor will contact **Hydro One: 1 (800) 434-1235** to assess the amount of time the Power will be out.

If the power outage occurs during business hours and lasts more than 2 hours, the Supervisor will contact the parents by telephone/email to pick up their children. In the Event the power had has been off for the evening prior to the next opening day and is still not turned on, Caledon East Children's Place will be closed. The Supervisor and the Executive Director will inform staff and parents that the center will be closed until further notice. Any refrigerated or frozen food that may have been compromised will be discarded and disposed of immediately.

The Supervisor, Director and Designate will call the **Peel Public Health-(905)-799-7700 or 1-888-919-7800 and the Ministry of Education.**

If a power outage occurs during the winter months and the outside temperature drops below 55 degrees °C and the children are still on the premises without heat, steps will be taken to move the children to the evacuation site:

**Caledon East Community Complex**

**6215 Old Church Rd, Caledon East, Ontario, L7C 1H8**

**(905) 584-9254**

**FLOOD**- In the Event of a Flood, Caledon East Children's Place will close, depending on the amount of water. The Supervisor contact the building management, (**St. James Church Warden 905 584 9635**) and the Executive Director to inform them of the situation and arrange to have the problem resolved. The Supervisor will call **Peel Public Health-(905)-799-7700 or 1-888-919-7800 and the Ministry of**

Education and the parents to inform them of the current situation.

Depending on the recommendations from the Ministry of Education and Public Health, The Supervisor and Director will determine if the Center will be open or closed. Caledon East Children's Place will take the necessary steps to ensure the safety of all the children, employees and others present in the facility. If the amount of water is minimal and classrooms are able to function normally, classes will be cleaned up and children will remain at the centre. If the Center is flooded and there are structural issues to be dealt with, the Caledon East Children's Place will close until deemed safe by the proper authorities.

If the children are present and the center is flooded, the children will be evacuated and taken to the Evacuation Site:

**Caledon East Community Complex**

**6215 Old Church Rd, Caledon East, Ontario, L7C 1H8**

**(905) 584-9254**

In the Event the flooding problem has not been corrected prior to the next business day, Caledon East Children's Place will close. The Supervisor and the Executive Director will inform staff and Parents that the center is closed until further notice.

**NO WATER SERVICE**- In the Event that Caledon East Children's Place has no water that is potable or there is a disruption in the water service that lasts for more than 2 hours, Caledon East Children's Place will close. Caledon East Children's Place requires water to efficiently run the pumping system for water and toilet use. The Supervisor will note the time of the disruption and contact the building management, **Church Warden- Building Management- 905-584-9635** and the Executive Director to inform them of the situation and to arrange to have the problem resolved. The Supervisor will contact the Region of Peel Water works Department, **Peel Public Health-(905)-799-7700 or 1-888-919-7800** and the Ministry of Education.

Depending on the recommendations from the Ministry of Education and Public Health, the Supervisor and Director will determine if the Center will remain open. Caledon East Children's Place will take the necessary steps to ensure the safety of all the children, employees and others present in the facility. Caledon East Children's Place will provide bottled water for drinking and for washing hands.

If the disruption occurs during business hours and lasts over 2 hours, the Supervisor will contact the parents to arrange for early pick up of their children. In the Event there is no water prior to the next opening day, Caledon East Children's Place will close. The Supervisor and the Executive Director will inform staff and parents via telephone/email that the center is closed until further notice. Caledon East Children's Place will remain closed until the running water is restored to the facility.

*Additional Procedures for Immediate Emergency Response*

Support staff and the kitchen coordinator will assist where needed during an emergency.

**Phase 2: Next Steps During the Emergency**

1. Where emergency services personnel are not already aware of the situation, the Supervisor must notify emergency services personnel (911) of the emergency as soon as possible.
2. Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
  1. If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

**List of Emergency Contact Persons:**

Local Police Department: call 911

Ambulance: call 911

Local Fire Services: call 911

Site Supervisor: Marina Badillo Alonso 905 584 9189

Licensee Contact(s): Brenda McNairn: Executive Director bre

Child Care Centre Site Designate: President

Vice President

1. Where any staff, students and/or volunteers are not on site, the Supervisor must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.

1. The Supervisor must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.

1. Throughout the emergency, staff will:

- help keep children calm;
- take attendance to ensure that all children are accounted for;
- conduct ongoing visual checks and head counts of children;
- maintain constant supervision of the children; and
- engage children in activities, where possible.

1. In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

**8a) Procedures to Follow When "All-Clear" Notification is Given**

**Procedures**

1. The individual who receives the 'all-clear' from an authority must inform all staff that the 'all-clear' has been given and that it is safe to return to the child care centre.

	<p>1. Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.</p> <p>1. Staff must:</p> <ul style="list-style-type: none"> <li>● take attendance to ensure all children are accounted for;</li> <li>● escort children back to their program room(s), where applicable;</li> <li>● take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and</li> <li>● re-open closed/sealed blinds, windows and doors.</li> </ul> <p>1. The Executive Director or Supervisor will determine if operations will resume and communicate this decision to staff.</p>
<p><b>Communication with parents/ guardians</b></p>	<p>1. As soon as possible, the Supervisor must notify parents/guardians by telephone and/or email of the emergency situation and that the all-clear has been given.</p> <p>1. Where disasters have occurred that did not require evacuation of the child care centre, the Executive Director or Supervisor must provide a notice of the incident to parents/guardians by telephone and/or email.</p> <p>1. If normal operations do not resume the same day that an emergency situation has taken place, the Executive Director or Supervisor. must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.</p>

<p><b>8b) Procedures to Follow When “Unsafe to Return” Notification is Given</b></p>	
<p><b>Procedures</b></p>	<p>1. The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.</p> <p>1. Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.</p> <p>1. Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.</p> <p>1. The Supervisor. will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so.</p> <p>1. Upon arrival at the evacuation site, staff must:</p> <ul style="list-style-type: none"> <li>● remain calm;</li> <li>● take attendance to ensure all children are accounted for;</li> <li>● help keep children calm;</li> </ul>

	<ul style="list-style-type: none"> <li>engage children in activities, where possible;</li> <li>conduct ongoing visual checks and head counts of children;</li> <li>maintain constant supervision of the children;</li> <li>keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and</li> <li>remain at the evacuation site until all children have been picked up.</li> </ul>
<b>Communication with parents/ guardians</b>	<p>1) Upon arrival at the emergency evacuation site, the Supervisor will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</p> <p>2) Where possible, the Supervisor or Assistant Supervisor will update the child care centre's voice mailbox as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.</p>

*Additional Procedures for Next Steps During an Emergency*

The assistant supervisor will document children's accidents/injuries. The cook will provide water and/or snacks to staff and children.

Phase 3: Recovery (After an Emergency Situation has Ended)

<b>Procedures for Resuming Normal Operations</b>	When applicable, the Executive Director will notify parents by telephone and/or email when the centre will be reopening, contact the Ministry of Education, contact insurance company, and respond to media.
<b>Procedures for Providing Support to Children and Staff who Experience Distress</b>	Families and staff will be directed to receive support from their family doctors if needed. Staff will engage children in communication surrounding the situation in order to dispel any fears they may have.
<b>Procedures for Debriefing Staff, Children and Parents/Guardians</b> Include, where, applicable, details about when and how the debrief(s) will take place, etc.	The Executive Director and the Supervisor must debrief staff, children and parents/guardians after the emergency. Staff will be addressed in a separate meeting on site. Families will later be addressed in the form of a general meeting on site.

## Wait List Policy

**Objective:** This policy is in place to ensure that the prospective families inquiring about childcare at CECP are provided information and policies before their decision to put their child on the waitlist or enroll in care. A conscious list of children waiting for care will be established.

**Parent Handbook:** All prospective clients inquiring about CECP will be provided a Parent handbook; also available online at [cechildrensplace.com](http://cechildrensplace.com). A copy of the Fee Schedule will also be available, detailing the daily fee which corresponds to the child's age group. If significant changes to the Parent Handbook are made, clients will be made aware via email with a link to the website.

**Waitlist:** There is no fee to put a child on the waitlist. For all prospective clients who wish to have their child put on the waitlist, the following information must be submitted for centre records. This is required in order to keep an accurate account of the list and to determine who is in queue for the next available space.

- Date of Registration on the Waitlist
- Parents/Guardians first and last names
- Best contact telephone number(s)
- Expected start month
- Child's name
- Child's date of birth (unborn children may be added to the list with expected month and year of birth)
- Days requested for care
- Name of sibling (s) currently enrolled at CECP (if applicable)

This information is to be kept in the "Waitlist" binder. All families on the list will be kept in sequential order from the date added, under the appropriate age group.

In order to make the waitlist available in a manner that maintains the privacy and confidentiality of the children listed on it, each child will be assigned a number that coincides with the application on the waitlist. The number will then be registered on a master list to protect the anonymity of the potential client. This allows the position of a child on the list to be ascertained by the client. This number will be kept on the waitlist in sequential order from the date added, under the appropriate age group.

### **Wait List process**

When a potential client calls, or visits the centre, the following Wait List process is followed:

1. Each age group has an individual waitlist: (Toddlers, Preschoolers and Before and After School).
2. Each child is placed on the waitlist according to the date the form was completed.
3. There are no guarantees at the time of registration that a spot will be available to the client on the date they require care to begin. Priority will be given to siblings of children currently enrolled in the program.
4. The Supervisor cannot promise or guarantee to hold a space for any prospective family needing care at a particular time.
5. Once required information is obtained, the Supervisor will assign a number to coincide with the application on the waitlist. The number will then be registered on a master list to protect anonymity of the potential client. The client will be able to know where their place is on the waitlist and will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the client.
6. New spaces are created when a family or child leaves the centre. Historically, the months of July, August and September have the most movement; however, spaces can be available at any time of the year.
7. Current clients are required to provide a two-week notice in writing to withdraw. When possible, potential clients are contacted 2-4 weeks prior to their requested start date to confirm a space. Only once the withdrawal is confirmed in writing, a space becomes available.
8. As spaces become available, the Supervisor will attempt to contact families via telephone and email. If they do not connect, the Supervisor will follow up with one more phone call. If there is no response after two attempts, the next person on the list will be contacted. All parents who are waiting for a particular month are contacted when space is available. Even if the month requested has already passed and the child is still within the age group of the room, a space will be offered.
9. From the families that return our call within the specified time, the family with the highest seniority date will have first official refusal of the available space.
10. Once a child is officially offered a space, and the family accepts it, families will be required to pay a \$60.00 registration fee. This registration fee is non-refundable.
11. For all families that express continued interest in a space and are not successful, contact will be made to inform them that another family has filled the space.

12. If a family is called for a space and do not wish to take it at the time, their place/seniority on the waitlist will be placed at the end of the list.
13. Parents/guardians may call at any time to change the information on file with no consequence.
14. All families will remain on the center wait list until they have asked us to take them off or decline the space offered.
15. Families, who need a part time space, will be matched with other families who also request part time care.
16. Families who require a full time spot will be given priority over families who require a part time spot. Every effort will be made to match families to achieve full enrollment at Caledon East Children's Place. As a non-Profit childcare centre, our enrollment is our main priority and maximization of space will be attained. Part-Time spaces offered will either be a Tuesday/Thursday or a Monday/Wednesday/Friday.
17. The centre has developed a guideline for enrollment. 25% of the spaces will be dedicated to part time clients. This is flexible dependent upon enrollment levels. A part time spot without another part time match will only be available provided the centre does not have a full time applicant waiting for a spot. In the case that a full time application is received, the part time client will be notified and have the first right of refusal, but should they refuse the full time spot, the spot will be given to the full time client.
18. Part time enrollment above the current levels will be accepted however it will be communicated that the spot is only available provided we do not have a full time applicant.

## Parent Code of Conduct

---

We all have the right to feel safe and respected in our community. CECP has clear standards of behavior that apply to all individuals in the centre including parents, board members, staff, students and volunteers. All members of CECP are to be treated with respect and dignity regardless of race, creed, sexual orientation, disability, religious beliefs and any other ground protected by Ontario Human Rights Code.

Behavior that interferes with or is disruptive of the daily operations of the centre or harassing, intimidating or of an abusive nature of any kind towards a child, student, parent, staff or board member will result in immediate intervention and the person will be asked to leave the premises (police will be contacted if needed). This type of behavior includes but it is not limited to harassment, intimidation by body language, words or gestures and foul language (swearing, name-calling, shouting, etc).

## Smoke Free Policy

---

Caledon East Children's Place is a smoke free facility, including the playgrounds whether the children are present or not. According to the Smoke Free Ontario Act. Smoking will not be permitted on CECP property or within 65 feet from the playground.

## Confidentiality and Change of Information

---

All information about your child and family provided to Caledon East Children's Place is kept confidential as we recognize the right of every family to privacy. If you have a change of address, phone numbers or emergency contacts, we require for it to be updated immediately. **It is your responsibility to ensure the contact information in your child's file is always up to date so that you can be easily reached if necessary.**

## Photos

---

From time to time the staff at Caledon East Children's Place will take pictures of the children during work time using the CECP tablets/cameras. These pictures are for documentation purposes only relating to the growth and development of the children. Family members will have access to these photos as they will be posted in the classrooms and documentation panels. Parent/Guardians are not permitted to photograph **other** children in the program.

## Nutrition and Food Policy

---

The centre is catered by Food for Tots. The menus are developed and approved by of a Registered Dietitian and a third party Registered Pediatric Dietitian. Each meal is planned to meet the children's specific nutritional requirements. The menus are also designed to appeal the children's palate while being healthy, delicious and with ample variety of items. Food for Tots provides substitutes for children with allergies or sensitivities upon request, please speak with the Supervisor if your child requires meal substitutes.

**Caledon East Children's Place is a PEANUT FREE/NUT-FREE facility.** No food from home is allowed to be brought into to the centre at any time (exception to Before and After School program ONLY). The centre does routine checks of all the children's bags and will discard any food item found regardless if the product is open or closed. This measure will prevent any children from accidentally consuming any food products that they may be allergic to. Safety is our main priority at all times, therefore we request that families adhere to this policy.

If your Child attends the Before and After School Program, parents/guardians must provide lunch for their child on PA days, Snow Days, March Break, and all other school holidays that your child attends daycare FULL DAY. The Daycare will continue to provide morning and afternoon snack and will be posted on our menu. **Parents/guardians must adhere to the allergy policy and ensure packed lunches are free from these allergen as there are children in the center with life threatening allergies. THIS IS THE ONLY EXCEPTION FOR FOOD FROM HOME TO BE BROUGHT TO THE DAYCARE.**

## Caledon East Children's Place- Guidelines for bagged Lunches

---

**THIS ONLY APPLIES TO CHILDREN IN THE SCHOOL AGE PROGRAM, ATTENDING THE CENTRE ON A FULL DAY (PA DAYS, NO BUS DAYS, SNOW DAYS, CHRISTMAS BREAK AND MARCH BREAK)**

**Caledon East Children's Place** promotes a healthy and safe environment. In recognizing the importance of a balanced diet and keeping with this expectation, when bagged lunches are necessary the expectation is:

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

- The bagged lunch adheres to Canada's Food Guide.
- Lunch is provided in a labelled lunch bag with an ice pack.
- Foods that may have come in contact with nuts are not allowed in the child's lunch if they are at Caledon East Children's Place

### **Staff Responsibilities**

- All surfaces will be cleaned with a cleaning solution (Benefect disinfectant) prior and after the children have their lunch.
- Staff will ensure they wash their hands before assisting children with their lunches.
- Staff will ensure children wash their hands prior to eating lunch.

- Staff will monitor lunches to ensure foods arriving at the centre are **NUT FREE AND ANY other posted Allergy at the time.**
- An alternate lunch will be provided by the center if a child forgets their lunch. A courtesy call to the parent or guardian will be made and the food served will be recorded in the message book.
- Staff will not allow children to share lunches.
- Staff will supervise closely any child that has a life-threatening allergy by sitting next to them or across from them during lunch time.
- Staff will monitor each child's lunch and should a child's lunch consistently not adhere to Canada's Food Guide then they will work with the parent to provide sample menus.
- Sample lunch ideas/websites will be available at the centre to support families.

**CANADA'S FOOD GUIDE: Serving sizes: Range of serving size for children 6 Yrs & older (Source: Ontario Ministry of Education)**

### **Food Group**

**Grain Products either:** 1½ or 2 ½ or 125 ml to 175 ml or ½ cups to ¾ cup

**Vegetables and Fruit either:** 2 or 2½ whole vegetable or fruit or 250 to 300 milliliters

**Milk Products Either:** 250 to 375 milliliters to 250 ml or ¾ cup to 1 cup

**Meat and Alternatives either:** 60 grams to 90 grams or 2 to 3 ounces

## **Weather Cut-Off Temperature for Outdoor Time**

---

Winter Cut-Off (temperature includes wind chill)

Toddlers

Colder than -10 Celsius. Temperatures between -10C and -15C the supervisor/assistant supervisor will use their discretion regarding the length of time outside, wind gusts, sunshine, how the children are coping.

Preschool and Before and After School

Colder than -15Celsius. Temperatures between -15C and -20C the supervisor/assistant supervisor will use their discretion regarding the length of time outside, wind gusts, sunshine, how the children are coping.

Summer Cut-Off (including humidex)

Toddler, Preschool and Before and After School

Hotter than +32 Celsius. During the summer months teachers will ensure that each child has a water bottle accessible at all time during outdoor play. However, if the temperature readings are between +32C and +35C the supervisor will use their discretion (limit time outdoors, offer water play, squirt bottles, etc).

## **Inclement Weather Policy**

---

**Objective:** This policy outlines the criteria used and the procedure to take in the event of a centre closure due to inclement weather.

**Policy:** In the event of severe inclement weather, the centre will close, if the local school boards make the decision to close all schools.

**Procedure:**

1. As soon as the local school boards announce closure of all schools, the Executive Director will advise the President and Supervisor
2. The supervisor will send a mass email to all families advising them of the centre closure for the day.
3. The assistant supervisor will contact all staff by phone to advise of the centre closure for the day.
4. The supervisor will contact the Ministry of Education, to advise of the centre closure for the day, as this constitutes an interruption of service. The supervisor will submit a Serious Occurrence report of the closure for the day.
5. The Executive Director, supervisor and assistant supervisor will make every effort to contact all families by phone to inform them of the centre closure.
6. Staff will still be compensated for the work day.
7. Families will not be granted a reimbursement of fees for the day.

## Medication Administration Policy

---

**Objective:** This policy indicates the procedure outlined and covers the limitations when administering medication/inhalants to children in care at Caledon East Children's Place. This Policy is in place to protect the children and the staff. **Only RECE's are authorized to administer medications.**

**Policy:**

Medication and inhalants cannot be given to a child at Caledon East Children's Place unless prescribed by a licensed physician. The original medication bottle or inhalant needs to be clearly labeled with prescription, dosage, time of administration, the child's name and must be kept on the premises of Caledon East Children's Place while the child is in attendance.. It will be locked in the designated, appropriate storage containers located in the pantry across from the kitchen. The child's parent/ guardian needs to sign a medication form authorizing staff (RECE) to administer medicines to the child. The prescription tag must clearly state the child's name, the dosage and the time of administration. RECE's are to verify that the medication has not expired and that it is within the parameter of administration. This applies to all medication and inhalants. It is the responsibility of the parent/guardian to pick up the medicine each evening to take home and return in the morning as required.

Note: All **expired** medications will be sent home for parents/guardians to expose of. At **no** time will expired medication remain on premises.

**RECE's** do not administer any medication that has **not been prescribed** by a doctor. This includes Tylenol, Advil, over the counter meds, etc. Medication cannot be shared amongst siblings. Acetaminophen i.e. children's Advil™ or Tylenol™ may only be administered for medical reasons (febrile seizures) and **must** have a doctor's note and prescription tag on the product/medication, stating the child's name, the dosage and the time of administration. This is accompanied with the **Supervisor's approval**. RECE's and staff

members do not administer Holistic medication or home remedies requested by parents/guardians.

**RECE's are NEVER to deviate from the prescription under any circumstances. Parents/Guardians are not to change the prescribed dosage or instruct a RECE to change/increase/decrease the dosage which has not been prescribed by the physician. If an RECE is asked to change/ increase or decrease a dosage that has not been prescribed by the child's doctor, they are to notify the Supervisor/designate**

**immediately. The medication administration form must be filled out by the parent and reviewed/approved by the Supervisor/Assistant Supervisor prior to any medication administration.**

#### **Procedure:**

#### **RECE's are required to:**

1. Provide parents/guardians with a medication form.
2. Have the parent/guardian fill out, complete and sign the form. This form must be reviewed/approved by the Supervisor/Assistant Supervisor.
3. Have the parent/guardian indicate the time to administer the medication Post a reminder in the classroom communication log.
4. Have the parent/guardian indicate if there are any side effects to the medication.
5. RECEs must follow the prescription set out clearly on the label and not deviate from the prescription. Follow the prescribed dosage and time to administer the medication.
6. RECE's are solely responsible for obtaining and administering medication in the designated medication storage container (cold/ warm) and returning immediately after administration of the medication.
7. RECEs must have the Supervisor/Assistant Supervisor witness the administration of the medication and have the witness sign the medication form in the witness section.
8. **Role of the Supervisor/Assistant Supervisor** is to verify the dosage amount and time of administration of the prescribed medication and sign the medication form as the witness.
9. Fill out the medication form accurately and sign after administering the medication to the child.
10. If the dosage of the medication was missed at the time indicated, or if an improper dosage was administered, a phone call must be made to the parent/guardian immediately and you must notify the supervisor. **A Serious Occurrence report must be completed and the Ministry of Education must be notified if incorrect medication or dosage was given to a child in the centre's care.**

## Illness Policy

---

The staff at Caledon East Children's Place completes a visual health check of all children on a daily basis upon arrival. Any illnesses will be documented in the Illness Tracking form. Staff members will not admit any children showing signs of illness (see below for list of symptoms) upon arrival at the centre, the staff will inform the supervisor of any children not admitted to the centre due evident illness.

Children who develop an illness while in care at the centre are to have an Illness Report documenting the symptoms, temperatures and times taken as well as parent follow up information. Parents will be contacted for immediate pick up. Children who become ill during the day will be allowed to sit quietly on a couch or rest on a cot to rest until their parents arrive for pick up.

#### **Children cannot attend the Centre if they:**

- . Have an elevated temperature of 38.8 Celsius or higher, flushing, pallor or listlessness. Children must be fever-free and in good health for **24 hours before returning to the centre.**
- . Acute cold, nasal discharge (green) or severe cough.
- . **Vomiting and/or diarrhea: Children must not have any loose bowels or vomiting for 48 hours before returning.**
- . Red or discharging eyes or ears: **The centre will require a Doctor's note.**
- . Undiagnosed skin/scalp rashes or infections: **The centre will require a Doctor's note**

. Unusual irritability, fussiness, and restlessness and unable to participate in the daily program.

**Children who are sent home ill must stay home for a period of 24 hours (48 hours for vomiting or diarrhea) or cleared by a physician (doctor's note required) before returning to daycare.**

When a contagious illness is present in the centre:

- . Information on the incubation and isolation periods of various diseases will be posted at the front door for the information of parents.
- . A communicable disease will be reported to the officer of health, Region of Peel.
- . All parents in the centre will be notified if any child in the program has a communicable disease.
- . If Children develop the following symptoms during the day, a parent will be called immediately and will be asked to pick up their child.

Staff is unable to administer any medication that has not been prescribed by a doctor (Tylenol, Advil, over the counter, etc...). Staff do not administer Holistic medication. Medication cannot be shared amongst siblings. Acetaminophen i.e. children's Advil™ or Tylenol™ may only be administered for medical reasons (febrile seizures) a doctor's note is required in order to administer this medication.

**Staff may request a doctor's note stating that the child is well enough to return to the centre after an illness.**

**The Centre requires Doctor's notes for undiagnosed skin/scalp rashes, and red or discharging eyes and ears.**

If a child returns to daycare after an illness, staff cannot promise to keep a child indoors for the day. *If a child is well enough to come to the centre, they are well enough to enjoy the fresh air.*

## Rest and Safe Sleep Supervision Policy/Procedure

---

**Objective:** This Policy is to ensure that all children in care at Caledon East Children's Place are placed for sleep and rest in a manner that is consistent with guidelines and recommendations set by the Ministry of Education. Recommendation set out in the document joint statement on safe sleep preventing sudden infant death in Canada. This policy will outline procedures with respect to Supervision of Children Sleeping and appropriate practice.

- Children 18 months to 4 years of age are given the opportunity to sleep directly after lunch for no more than two-hours.
- Provisions will be made by the staff for non-sleeping children. During the rest period, children not restful are given alternatives such as quiet activities. Toddler children will be moved to a quiet area in the sleep room to engage in quiet activities (books, table toys etc.). Preschool children will have to opportunity to get up from their assigned cot and work at a table with a planned quiet activity. If there are maximum of eight children who do not wish to rest, the group "awake" will be taken with a staff to a designated wake up room or outdoors for active play, while maintaining ratios.

- For all children, a staff member will remain in the room with them. Reduced ratios will be maintained during this time to allow staff to have their meal time break periods.
- For toddlers the Reduced Ratio is 1 to 8 children. Preschool Children 1 to 12 The Reduced Ratio applies to the rest period as it does for the morning (1.5 hours after opening the centre) and end of the day (1 hour before closing time).
- When children start at the centre, staff will discuss with the parents, their child's sleep patterns at home to establish a routine for their child while at the centre.
- The centre provides cot sheets. Parents/guardians are to provide blankets, comfort items etc. for their child and are responsible to launder items weekly and return items to the centre.

### **Staff is responsible to:**

- Staff are to ensure that all children have what they require for rest. If a child has forgotten a blanket, the staff will provide them with a clean blanket from the centre.
- Primary program staff are to create a bedding chart to let other staff know where cots are placed in the classroom for rest period.
- Staff members must monitor sleeping children at all times by routinely scanning the sleep room and doing visual checks on the children sleeping. Staff are required to do a direct visual check on each child every 30 minutes. Program or relief Staff will check off on the checklist that a visual check has been done on each individual child present and sign off. Staff will note in their classroom message book if there are any unusual sleeping pattern observed for any particular child and must be communicated to that child's parents or guardians at pick up time or if necessary a telephone call will be made. The checklist will be located in the classroom.
- Staff will communicate to parents and guardian's information if there is any observance of any significant changes to their child's sleeping patterns or behaviours during sleep. Adjustments will be made to the manner in which the child is supervised during sleep.
- For toddler children and younger preschool children, it is the responsibility of the staff member supervising the sleeping children to record their length of sleep time on the child's daily log, for parent/guardian review at pick up time.
- Staff in consultation with parents can gradually reduce the sleeping time of a child if appropriate.
- All children rising from rest/sleep with wet clothes and or diapers will be changed immediately.
- Assign and label one cot for each child in care.
- Toddler children and younger preschool children whose parents request a bottle of milk before sleep, will be given a bottle with the child's name clearly labeled on it. The kitchen staff will be responsible for preparing and delivering to the designated classroom. Kitchen staff are also responsible for giving proper information or instruction pertaining to the delivered bottles for each child.
- All Children are required to sit in an upright position when consuming the bottle. No child is allowed to lay down and consume the beverage at any time.
- During rest periods, staff are to help and encourage rest/sleep by playing soft music, gently rubbing a child's back and helping children to be comfortable.

### **Prohibited Practices**

- It is strictly forbidden by law to use any form of physical correction or methods of confinement of a child to their bed by any means. E.g. place the staff's body parts on a restless child for the purpose of having a child to remain on their bed or placing them in a manner to restrict movement.
- Children will be covered with their blanket appropriately and never over their face.
- Children are never punished if they do not wish to sleep.
- Staff are to use a calm and soothing voice and never to raise their voices if a child is not restful.
- Staff are to never withhold a child's blanket as a means of punishment.

**If at any time a Staff is observed to be practicing any of the above methods that are against The Code of Ethics and Practice, they will be reprimanded, and appropriate action will be taken.**

**Other:**

- Provide a clean sheet for each cot, which is laundered weekly at the centre.
- Disinfect and clean each cot weekly using Bleach solution disinfectant.
- When a cot is wet or soiled, the staff member is to remove the soiled sheet and clean and disinfect the cot. A clean sheet will be replaced. Only “wet” sheets are laundered. Soiled Sheets are discarded and not laundered at the centre.

## Police Record Check/Vulnerable Sector Screening Policy

---

**Objective:** The intent of this policy is to ensure that Caledon East Children’s Place employees are screened

**Policy:** Caledon East Children’s Place has the authority to request all new Employees, Staff, Volunteers and Students to complete a Criminal Reference Check/Vulnerable Sector Check. Caledon East Children’s Place also has the authority to record and review this information. .

### Procedure for Obtaining a VSC/CRC

1. Staff, students and volunteers will obtain an original or true copy CRC/VSC before the person begins their employment, educational placement or interaction with children at the centre.
2. The original or true copy CRC/VSC is conducted by a police force
3. Prepared no earlier than six months before the day it is obtained by the supervisor
4. Employees presently working at Caledon East Children’s Place (CECP) will be requested to provide Caledon East Children’s Place and Criminal Reference Check /Vulnerable Sector Scan every 5 years. Employees will be given a formal letter to submit to their local Police department where they reside. The cost of a renewed check will be incurred by CECP.
5. All Students Volunteers and persons (over the age of 18 years), working directly with the children in the care of Caledon East Children’s Place are required to complete a criminal reference check (Vulnerable Sector Check) paid at their own expense.
6. Original documents or true copy (VSC/PRC) will be placed in a sealed envelope and filed in a locked cabinet at the centre to protect personal information.
7. Staff are required to obtain a CRC/VSC every 5 years before the anniversary date of the Fifth year.
8. The Supervisor will track and document all staff CRC/VSC on a Verification and Tracking form for Ministry review.
9. Persons who are 18 years of age will provide a statement signed that discloses, if there are findings in contravention or the Youth Child Justice Act or not.

### Process for Submitting an Offence Declaration

1. Staff are required to sign an Offence Declaration form every calendar year except the year the vulnerable sector check is done and indicate the date of the period of the last CRC/VSC
1. ANY PERSON at Caledon East Children’s Place-Staff, Student or Volunteer must provide an Offense Declaration any time he/she has been convicted of any offense under the Criminal Code of Canada.

### Additional Measures and Exceptions

Provision for staffing and maintaining ratios allow for and include measures to protect children who interact with new staff. In the event an CRC/VSC can not be obtained upon hire due to unforeseen circumstances, Caledon East Children’s Place will put safety measures in place.

1. The employee will not be left alone/unsupervised with children.
2. Obtain an offence declaration form from the Staff member

## **New Hires**

- At the time of Job offer, all new employees must complete a criminal reference check (vulnerable sector check) through their local police department. The cost of this check is incurred at the potential employees' expense.
- Depending on the results of this check the individual may or may not be offered employment at Caledon East Children's Place. This decision will be made by the Executive Director and Supervisor. A record which casts doubt on the individual's ability to provide appropriate care for the children will be considered grounds for termination or refusal of employment, volunteer services and placement from a recognized post-diploma institute.
- If a student/Volunteer is hired at the Centre, they will be required to obtain a new CRC/VSC conducted by a police force and no more than 6 months before it was previously obtained and before employment begins.
- If a student/Volunteer is hired at the centre and a CRC/VSC is obtained, they must also sign an Offence Declaration form.
- NO Person shall be offered employment, educational placement, or volunteered time if an individual is found to have been convicted of any crime under the criminal code.

## **First Day Checklist**

---

### **Toddler Room:**

- . Diapers (No clothes diapers allowed) & Diaper Cream
- . Wipes (preferably unscented)
- . Change of clothes (a lot if toilet training)
- . Soother or comfort toy for sleep time (if required)
- . Blanket for sleep time
- . Appropriate clothing for outdoor play (hat, mitts, snow pants, etc...)
- . Indoor shoes (these will only be used inside) - No slippers or CROCS®
- . Sunscreen and sun hat
- . 1 or 2 pictures of your family for the classroom

### **Preschool Room:**

- . Diapers if required (No Clothes Diapers allowed)
- . Wipes (preferably unscented)
- . Blanket for sleep time
- . Change of clothes, underwear if toilet training.
- . Appropriate clothing for outdoor play (hat, mitts, snow pants, etc...)
- . Indoor shoes (these will only be used inside) - No slippers or CROCS®
- . Sunscreen and sun hat

- . 1 or 2 pictures of your family for the classroom

### **Kindergarten/School Age:**

- . Outdoor shoes and boots if necessary
- . Indoor shoes- Running shoes- No slippers or CROCS®
- . Appropriate clothing for outdoor play (hat, mitts, snow pants, etc...)
- . Sunscreen and Sunhat

**Please remember to label all articles of clothing and items that belong to your child. This helps eliminate lost articles**

## **TODDLER Daily Routine**

### **Arrival and Departure**

At arrival time, warm, leisurely greetings from caregivers help to assure toddlers that even though their parents must leave, they are in the hands of trustworthy people who will respect them and keep them safe until their parents return to pick them up. Log books for your child are located in your child's cubby which will inform you of their potty schedule, daily eating and a small paragraph describing your child's day. Please leave the log books at the centre every evening.

### **Choice Time**

Choice time is a sustained block of time when toddlers can investigate and explore materials and actions and interact with their peers and caregivers. The classroom is a safe environment that has interesting materials and opportunities as well as space to move in various ways. Each child chooses what to do based on personal interests, inclinations, and level of development and ability. Choice time provides children with a virtually uninterrupted period of exploration and play. A great deal of learning occurs at choice time through their self-chosen sensory-motor explorations. Toddlers engage in experiences that support learning in all the content areas and Key Developmental Indicators (KDIs). They fill and empty, put in and take out, discover that objects still exist when out of sight, repeat an action to make something happen again, and so forth. Toddlers interact with people and materials, they practice skills and begin to construct knowledge in all the areas of the KDIs: approaches to learning; social and emotional development; physical development and health; communication, language, and literacy; cognitive development; and creative arts. The Toddler choice-time play space includes variety of well-stocked interest areas including a movement area, sand and water area, book area, art area, block area, house area, and toy area.

### **Outside Time**

Outside time allows toddlers to extend their exploration and play to an outdoor setting. As at choice time indoors, children make choices about what to do outdoors. Toddlers find the outdoors rich in sensory-motor experiences for constructing new knowledge. They can feel the texture of lawns, leaves, pine needles, snow, sand, dirt, wood, bark, brick, and stone. Spending daily time outdoors in all seasons positively affects the way even very young children eat, sleep, and feel. Our outdoor play space is equipped with materials and equipment that encourage movement.

### **Group Time**

Group times are caregiver-initiated parts of the day that include opportunities for toddlers to engage in active learning. *Caregiver-initiated* means the caregiver has an idea for the activity and plans what might happen. Group time is not to instruct children in some area of knowledge or have them practice a skill, nor is it intended to enforce social interaction. Rather, group time allows children who are interested to explore materials and actions, and if they choose, to observe, imitate, or play alongside others. Larger groups join in a music or movement activity.

### **Times for Bodily Care**

Toddlers, the routines of bodily care are diaper changes, dressing, washing, and using the potty or toilet. These occur frequently and fairly regularly throughout the day.

## PRESCHOOL Daily Routine

### Components of the Preschool HighScope Daily Routine

- Greeting time (variable length)
- Planning time (5–15 minutes)
- Work time (45–60 minutes)
- Cleanup time (10 minutes)
- Recall time (10–15 minutes)
- Large-group time (10–15 minutes)
- Small-group time (15–20 minutes)
- Outside time (45–60 minutes)

**Greeting Time:** This part of the daily routine provides a smooth transition from home to the centre and helps children settle into the daily routine. A message board is used with pictures and symbols. This gives children and adults a chance to talk about important features of the day.

**Planning Time:** This is a 5–15-minute period when children choose what they will do during work time. Adults divide the children into small groups consisting ideally of 6–8 children. Props may be used to help children take turns describing what they will do during planning time, and these props may also be used at recall time. (*Note:* The same adult and children for each group will also review together after cleanup time, eat snacks or meals together, and meet together for small group time.)

**Work Time:** This is a 45–60-minute period during which preschoolers carry out their plans, solve problems and talk about what they're doing with other children and adults.

**Cleanup Time:** During cleanup time, which lasts about 10 minutes, children bring their work-time activities to an end and return materials to their proper places.

**Recall Time:** During this 10–15-minute segment, children return to the same small groups they planned with to talk about their work-time experiences, thus bringing closure to the plan-do-review cycle. Children may recall by pointing, displaying an object that was used, re-enacting an action, or using a prop as teachers ask open-ended questions.

**Large-Group Time:** This segment lasts 10–15 minutes and brings children and adults together for a shared activity, such as singing, storytelling, or moving to music, thereby establishing a sense of community.

**Small-Group Time:** Working with the same small groups that children plan, recall, and eat with, teachers introduce an activity with a special learning focus, but children still make choices about materials they wish to use and how they wish to use them. This segment of the daily routine lasts 15–20 minutes.

**Outside Time:** During this 45–60-minute segment, children investigate nature, work on art projects, run, jump, climb, and use their bodies in many other ways

**Eating and resting times:** Naptime and snack- or meal times allow children to learn how to take care of their own needs and provide opportunities for engaging in meaningful social interactions and building trust with adults.

**Transitions:** Transitions take place between other parts of the daily routine. They often involve a shift in activity and/or location and in themselves offer many opportunities for learning. However, it is important to minimize the overall number of transitions and to make transitions as engaging and stress-free as possible for both children and adults.

For more information, please visit the HighScope Website: [www.highscope.org](http://www.highscope.org)



## APPENDIX A SAMPLE

### Caledon East Children's Place- Accident/Injury Report

#### Accident Information

Child's Full Legal Name: \_\_\_\_\_

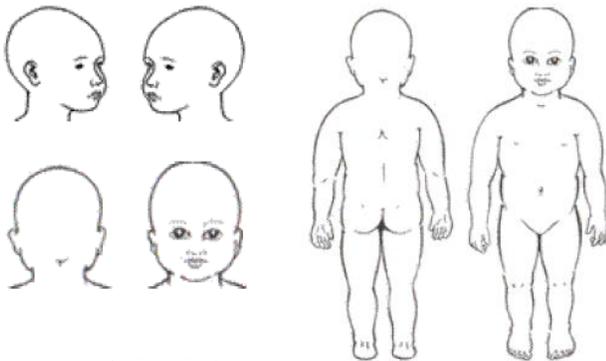
Date of Accident (dd/mm/yyyy) \_\_\_\_\_

Time of Accident (hh:mm AM/PM): \_\_\_\_\_

Location where the accident occurred (e.g., preschool room, playground etc.):  
\_\_\_\_\_

Name(s) of individual(s) who observed the accident:  
\_\_\_\_\_

Please **circle the area(s)** of the child's body where the injury occurred:



#### Nature of the Injury:

Bruise       Cut       Scrape       Bump

Other: \_\_\_\_\_

#### Description of what Caused the Accident/Injury:

---

---

---

---

---

#### Child's Reaction to the Accident/Injury:

Crying       Child has a positive attitude       No reaction from child

Other: \_\_\_\_\_

**First Aid Administered and by Whom:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**How and when the parent was notified:**

Phone                                      Time notified: \_\_\_\_\_                                      By Whom: \_\_\_\_\_

Voicemail was left      Time notified: \_\_\_\_\_                                      By Whom: \_\_\_\_\_

Email                                      Time notified: \_\_\_\_\_                                      By Whom: \_\_\_\_\_

In-person at pick-up      Time notified: \_\_\_\_\_                                      By Whom: \_\_\_\_\_

**Administrative Information**

A copy (via email or photocopy) of this report has been provided to a parent of the child by \_\_\_\_\_ (name).

Note: 'Parent' is defined as a person having lawful custody of a child or person who has demonstrated a settled intention to treat a child as a child of his or her family, and includes legal guardians.

**Parent Name:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_                                      **Date:** \_\_\_\_\_

**Supervisor/Designate Signature:** \_\_\_\_\_                                      **Date:** \_\_\_\_\_

Note to Parents: Please consider providing us with a status update the next day that your child participates in the child care program, so that any additional health or safety needs can be met.

Name and position of the individual completing this form:  same as above (supervisor/designate), or \_\_\_\_\_

Signature (if other individual completing this form): \_\_\_\_\_