

Queen's Park Child Care Centre Parent Handbook



This Handbook is made available for those considering entering into an agreement with the centre, for the provision of child care and a parent of every child enrolled at the centre.

All amendments when applicable will be forwarded through email.

Revised April 2026

CONTENTS

1. ABOUT THE CENTRE	4
2. CHILD CARE PHILOSOPHY: CHILDREN FIRST	4
3. RELATIONSHIPS	4
4. A COMMUNITY BASED APPROACH	4
Organizaton Chart	5
5. EVERY CHILD BELONGS	5
6. ACCESS AND EQUITY	6
7. FEES	6
FEE SUBSIDIES	6
LATE FEES/FEES IN ARREARS	6
NSF PAYMENTS	7
8. LATE PICK-UP	7
LATE PICK-UP DUE TO EMERGENCY	7
9. HOLIDAYS AND CLOSURES/ HOURS OF OPERATION	8
10. WITHDRAWAL	9
11. DISCHARGE	9
12. CHILD INFORMATION RECORDS	10
13. ARRIVAL AND DEPARTURE	10
14. OUTDOOR PLAY	10
APPROPRIATE CLOTHING	11
15. CLOTHING, BLANKETS AND OTHER PERSONAL ITEMS	11
16. MEALS AND NUTRITION	11
INFANTS	12
OUTSIDE FOOD POLICY	12
17. CELEBRATIONS (BIRTHDAYS, SPECIAL OCCASIONS, HOLIDAYS AND EVENTS)	12
18. CHILD GUIDANCE	13
19. HEALTH AND SAFETY	14
INJURIES	15
COMMUNICATION WITH PARENTS	15
COMMUNICABLE DISEASES AND EXCLUSION	16
MEDICATION	17
IMMUNIZATION	17
OUTBREAK EXCLUSION	18

ANAPHYLACTIC ALLERGIES	18
FOOD AND PRODUCT SAFETY	18
SMOKE FREE	19
DUTY TO REPORT	19
20. PARENTAL INVOLVEMENT	20
PARENT'S ROLE IN CHILD'S PROGRAM	20
PROGRAM PARTICIPATION	20
BOARD OF DIRECTORS	21
21. WORKPLACE RESPECT	22
22. SUPERVISION FOR VOLUNTEERS AND STUDENTS	22
23. FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY	22
EMERGENCY MANAGEMENT POLICY	23
CHILD CARE CENTRE WAITING LIST POLICY	36
PARENT ISSUES AND CONCERNS POLICY	40
SAFE ARRIVAL AND DISMISSAL POLICY	46
SLEEP SUPERVISION POLICY AND PROCEDURES	51
PROGRAM STATEMENT	58

1. ABOUT THE CENTRE

We are a provincially licensed not-for-profit early learning centre. We first opened our doors in 1986 and were one of the first on-site employee child care centres in Ontario. We offer a safe, caring and nurturing learning environment, with space for 88 children from birth to age 5 years. Full-time spaces are offered on a first-come, first-serve basis – with priority admittance provided to employees of the Ontario Public Service. Part time care is not available.

Note: Children are initially enrolled in programs that meet their chronological age. In the event that there is no space for them to move up to the next group when age appropriate, they will be held in their existing program until at which time there is space to move. In this instance programming and learning opportunities will be adjusted to meet children at their stage of development.

2. CHILD CARE PHILOSOPHY: CHILDREN FIRST

We are committed to providing high-quality child care at the Queen's Park Child Care Centre. We believe that care and learning are inseparable. We provide an environment that promotes lifelong learning by supporting wellbeing, expression, engagement and belonging. This starts with recognizing and supporting each child's emerging skills and unique learning path.

And because we believe that children learn best when they can play, we carefully plan learning opportunities to help them practice and master development skills each day.

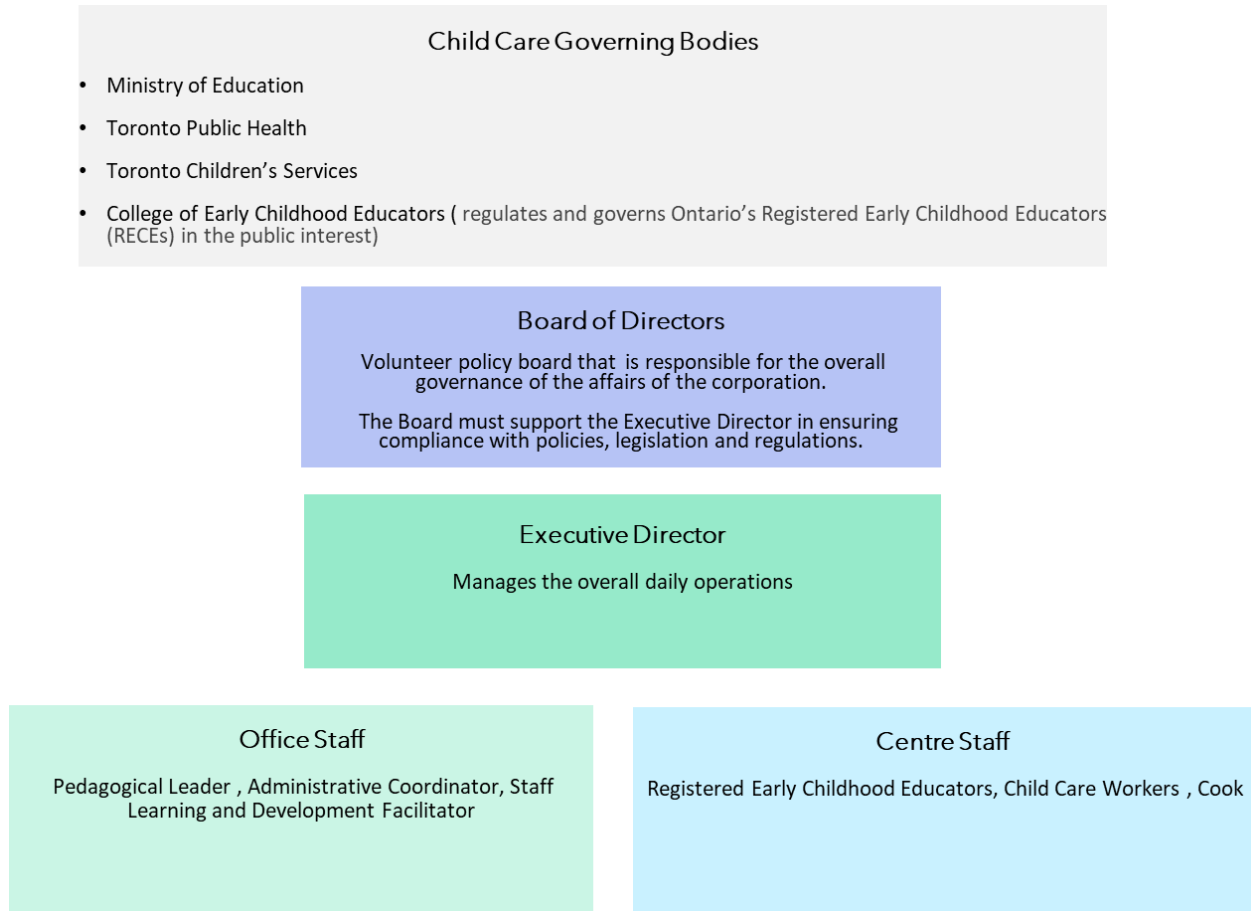
3. RELATIONSHIPS

We work hard to develop positive connections with each child at the Centre because we know that research shows that healthy development in young children relies on the relationships made with important people in their lives. We are an establishment with a dedicated team of professionals who use the latest knowledge in early childhood education to create lasting connections with children and fuel their learning. We are committed to providing a fully inclusive environment that supports the wellbeing of all children. And we deeply value diversity because we believe that our cultural and linguistic differences enrich the learning experience for children and families.

4. A COMMUNITY BASED APPROACH

We recognize that partnerships with families and communities are necessary for meeting the needs of children and helping them to grow. We encourage parents to partner with us, through open communication, trust and respect, to support their child's learning and development.

ORGANIZATION CHART



5. EVERY CHILD BELONGS

Queen's Park Child Care Centre welcomes all children and provides an environment where all children belong.

We are dedicated to providing a fully inclusive program that supports the wellbeing of every child in our care.

We strive to structure an environment that enables all children to develop to their full potential.

For a child who has additional support needs, we can help connect you to Resource Educator Consultation Services. Please see the Executive Director for more information.

6. ACCESS AND EQUITY

Our Centre practices the principles of equity. We deeply value diversity because we believe that our cultural and linguistic differences enrich the learning experience for children and families.

QPCCC ensures that children and families have equitable access to racially sensitive and culturally appropriate services. We are committed to developing child care environments and programs that celebrate, promote and respect the diverse beliefs, values and practices of member families.

7. FEES

On the first of each month, childcare fees are automatically withdrawn from your bank account. When you enrol, you need to provide your banking information to enable the direct debit process.

The centre is participating in the Canada-Wide Early Learning Child Care (CWELCC).

Current monthly fees include base fee minus the CWELCC reduction;
Infants \$478.50/ Toddlers \$478.50/ Preschool \$478.50.

You continue to pay fees for a child enrolled at the Centre, even when they are absent (e.g., due to illness or vacation).

Income tax receipts will be issued for the previous year by February 28.

FEE SUBSIDIES

The City of Toronto Children's Services division provides child care fee subsidies for eligible families. To apply for a subsidy, visit: www.toronto.ca

LATE FEES/ FEES IN ARREARS

You will be notified if fees are in arrears. Once fees are 1 month late, you may be required to withdraw your child from the Centre and their spot would be considered vacated.

In limited circumstances, a payment schedule for past-due fees can be arranged with the Centre's Executive Director. This is only possible if you continue to pay incurring fees on time.

Failure to pay fees will result in withdrawal of care.

NSF PAYMENTS

You are responsible for any bank charges incurred on NSF payments.

8. LATE PICK-UP

The Centre closes promptly at 6:00 p.m., and all children must be picked up by this time.

After 6:00 p.m. on the Centre's clock, an initial penalty of \$10.00 is charged. A subsequent penalty of \$1.00 is charged for each minute a child remains at the Centre in care, after 6:01 p.m.

You are responsible for late charges and must pay for these charges on site, at the time of pick-up. You will be required to record your time of departure in a designated book.

Repeated late pick-ups could, at the Board of Director's discretion, result in forfeiting your child's spot at the Centre.

* All fees with the exception of late or NSF fees are considered base fees.

LATE PICK-UP DUE TO EMERGENCY

If you are running late due to an emergency, please call the Centre (416-972-9979) to inform staff of:

- the circumstances
- your alternative care arrangements
- the name of the individual who is authorized to pick up your child as per your emergency contact information
- the approximate time of pick up

Calling in advance does not waive late fees.

In exceptional circumstances, if no notice is given or a child remains at the Centre for an unreasonable amount of time after normal business hours, child protection services (e.g., the Children's Aid Society) will be contacted.

9. HOLIDAYS AND CLOSURES/ HOURS OF OPERATION

The Centre is open Monday to Friday, from 7:30am – 6:00pm.

The Centre is closed on weekends and statutory holidays, including;

New Year's Day (January)

Family Day (February)

Good Friday (March or April)

Easter Monday (March or April)

Victoria Day (May)

Canada Day (July)

Civic Holiday (August)

Labour Day (September)

Thanksgiving Day (October)

Remembrance Day (November)

Christmas Day/Boxing Day (December)

On Christmas Eve and New Year's Eve, the Centre closes at 3 pm

The Centre may be closed if the government building it is housed in closes. We will endeavour to provide as much notice as possible, in these circumstances.

You are responsible for arranging alternate care when the Centre is closed.

10. WITHDRAWAL

Withdrawals are only accepted for the end of each month. Written notice must be provided to the Centre's Executive Director or Administrative Coordinator and must be received by the 25th day of the month prior to your final month. There is no reduction in fees due to an early withdrawal. Example – Ted's last day at the centre is August 30. Written notice for withdrawal should be provided to the ED or AC by July 25. Subsidized families are required to follow the same timelines as described.

We strongly request you provide as much advance notice as possible to ensure that the Centre can continue to operate effectively, as revenue is generated from parent fees.

All fees owing must be paid on, or before, the child's last day of attendance.

Failure to give appropriate notice: If you give less than one month's written notice, you will be required to pay for the balance of a full month, even if your child does not attend the Centre.

If you receive a fee subsidy, failure to give appropriate notice of withdrawal will be reported to the municipality and may result in a delay of further subsidy elsewhere.

11. DISCHARGE

The Executive Director, in consultation with the Board of Directors, may notify a parent that a child must be discharged from the Centre if:

- a) fees are in arrears
- b) a parent or relative of a child enrolled at the Centre displays consistently unreasonable or threatening behaviour in dealing with staff members, member families, their child or other children enrolled at the Centre
- c) a child has been recurrently picked up after closing and incurred multiple late fees that the Executive Director and/or Board of Directors deem to be unreasonable.

If a child is asked to leave or denied admission due to the Centre's inability to accommodate the child's needs or family circumstances, the procedure will include:

- documentation of meetings with parents and use of support services
- notification of Children's Services Consultant
- notification of Board
- referral to other services

12. CHILD INFORMATION RECORDS

You are responsible for immediately notifying the Executive Director in writing of any changes to information that you provided at the time your child enrolled at the Centre. This includes emergency contacts, medical conditions, allergies, addresses, telephone numbers, custody arrangements and any relevant changes in the child's status.

13. ARRIVAL AND DEPARTURE

ARRIVAL

On arrival each morning, you are responsible for putting your child's outdoor clothing in their cubby and dropping them off directly in their classroom.

Please ensure that you check-in with staff on site and ensure that staff are aware of your child's arrival.

DEPARTURE

At departure time, you must ensure that a staff member in the room is aware that the child is leaving for the day.

* See Safe Arrival and Dismissal Policy attached

14. OUTDOOR PLAY

As per provincial law, infants and toddlers in full day care must have up to 2 hours of outdoor play per day and preschool-aged children in full-day care must have 2 hours of outdoor play per day.

Outdoor play continues all year round and staff plan for both indoor and outdoor play.

The Canadian Pediatric Society recommends keeping children indoors at -27 windchill or colder and reducing the amount of time outdoors at -15C or colder. Using this as a guideline, the office staff in collaboration with the staff may choose to limit time outside due to weather conditions.

In warmer weather, we adjust outdoor time based on heat and air quality alerts.

APPROPRIATE CLOTHING

Please ensure that you keep appropriate clothing for changing weather conditions in your child's cubby, so that they can comfortably participate in outdoor activities.

For colder conditions, we recommend that you provide winter boots, a winter coat, layers of clothing and outdoor garments to keep your child warm (e.g., extra socks, mittens, toques, scarves, etc.)

During winter months, please send indoor shoes or non-skid slippers for your child to change into after being outside in the snow or wet-weather conditions.

In warmer conditions please apply sunscreen on your child before dropping them off for the day and ensure that they have a sunhat labelled with their name.

15. CLOTHING, BLANKETS AND OTHER PERSONAL ITEMS

Please provide a blanket for your child to use during sleep time. Your classroom teacher will send this blanket home with you, each week, to be laundered.

Your child should have 1-2 complete changes of clothing in their cubby (e.g., shirts, shorts/pants, socks, underwear, sweaters, as needed).

Please label blankets and all articles of clothing with your child's name. The Centre is not responsible for lost clothing and/or personal items.

Please do not send your child to the Centre with toys, jewellery, or other items of value. These items tend to get lost very easily, and staff cannot be responsible for them.

16. MEALS AND NUTRITION

Mealtimes are designed to be leisurely and enjoyable. Promoting good nutrition and healthy attitudes towards food are an important part of our program.

We serve a hot, nutritionally balanced lunch and two to three snacks each day.

Our menu incorporates the healthy eating guidelines in Canada's Food Guide, and we select foods that promote good health and give each child an opportunity to enjoy new foods. ***Please note that the centre is peanut and nut safe. As well, we do not serve pork.**

Our goal is to help each child establish good eating habits early in life. If you are a parent of a child enrolled at the centre, you can view our seasonal menus on the StoryPark app weekly.

Alternatively, the office staff would be happy to provide a copy of the menus.

INFANTS

Infants are fed according to their individual needs. If your infant drinks expressed breast milk or formula, you need to provide prepared bottles and label them with your child's name, date of expression and delivery.

OUTSIDE FOOD POLICY

Under no circumstances are peanuts, nuts and any products containing peanuts, nuts or their by-products permitted in the Centre.

Outside food is not allowed to protect against allergic reactions.

For special diets due to allergies or a restriction, you may be asked to provide a specific food item, if our cook is unable to purchase a suitable alternative from our food suppliers. We will consider both costs and availability when determining the need for parents to make food purchases to ensure that a child's dietary requirements are met.

The Executive Director and cook must approve any food purchase in advance.

Please do not provide your child with outside food while in the Centre. Open snacks only once you have **left** the Centre.

17. CELEBRATIONS (BIRTHDAYS, SPECIAL OCCASIONS, HOLIDAYS AND EVENTS)

Due to a growing number of food allergies, birthdays and other occasions will be celebrated with a special treat, activities and/or crafts.

You are encouraged to remind your child's regular classroom staff of their birthday one week in advance. This will help teachers to plan and provide developmentally appropriate activities specific to your child's interests.

You are welcome to collaborate with staff to come up with ideas to help make your child's day special.

Please do not bring in food to celebrate your child's birthday or any other special occasion.

Likewise, the Centre will provide a special treat to mark special occasions, holidays and events.

18. CHILD GUIDANCE

To ensure a child's safety and wellbeing, and to foster social and emotional development, it is necessary at times to impose limits or set standards of acceptable behaviour.

Our Supportive Guidance Policy guides all staff on the standards of acceptable behaviour. Staff are required to read and sign this policy each year. You can request a copy of the Supportive Guidance Policy from the office.

Research from diverse fields of study shows that children who attend programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn than those who do not. Experiencing positive relationships in early childhood also has significant long term impacts on physical and mental health, and success in school and beyond.

Our staff have a clear understanding that young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behaviour. The Centre agrees and follows the provision below from the Child Care and Early Years Act 2014 Subsection 6.6 – Prohibited Practices, which forbids corporal punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. The below practices are never permitted in a child care centre.

Ontario Regulation 137/15 48. (1) No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,

(a) Corporal punishment of 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 or her self-respect, dignity or self-worth;

(e) depriving the child of basic needs including food, shelter, sleep, toilet use, clothing or bedding; or

(f) inflicting bodily harm on children, including making children eat or drink against their will.

(2) No employee or volunteer of the licensee, or student who is on an educational placement with the licensee, and no person who provides home child care or in-home services at a premises overseen by a home child care agency shall engage in any of the prohibited practices set out in subsection (1) with respect to a child receiving child care.

19. HEALTH AND SAFETY

As per provincial law, a staff member will check your child when they arrive to ensure that he or she is free of symptoms of ill health. This daily health check is necessary to prevent the spread of communicable diseases and to protect the child who is ill.

A staff member can refuse to accept any child who, in the staff's opinion, is not fit to attend the Centre that day. If this is the case, after consulting with a member of the office team, you will be asked to leave with your child and make other arrangements for their care.

Similarly, if your child exhibits symptoms of ill health during the day and in the opinion of the staff and office team, that child is unfit to participate in the program, you will be notified of the need to pick up your child **within one hour**. Any other arrangement must be approved by the Executive Director or Designate

If a child is absent due to illness, please notify the **office** as soon as possible, noting the types of illness and/or any relevant health diagnosis. This information will help staff to identify symptoms in other children with whom the child has come in contact. (Please refer to the attached Safe Arrival and Dismissal Policy).

You can reach the office staff at;

Kendra - Kendra.qpccc@gmail.com

Pamela - Pamela.qpccc@gmail.com

Alicia - Alicia.qpccc@gmail.com

Marie - info@qpccc.ca

INJURIES

In the event that your child receives an injury while at the Centre, the staff will prepare an accident report form for your signature. If your child has an injury at home, please inform staff when the child comes into care the following day. In the event a situation arises that warrants an incident report, one will be prepared for you by the staff.

Please keep your child home if they:

- are not well enough to play outdoors as outdoor time is considered a necessary part of our daily program for promoting health and wellbeing
- require one-on-one care or special attention because of discomfort (e.g., when teething or with a cold)

If such a situation arises during the day, staff may contact you and recommend that your child be taken home.

COMMUNICATION WITH PARENTS

It is essential that the staff are able to locate you or your authorized designate(s) should an illness or emergency arise. (Please refer to the attached Safe Arrival and Dismissal Policy).

Please ensure that your phone numbers and email addresses are up to date on a regular basis.

COMMUNICABLE DISEASES AND EXCLUSION

With the exception of mild colds, your child will **not** be admitted to the Centre if they have a communicable disease.

The Centre reserves the right to exclude a child from the Centre, even if the communicable disease is deemed by Public Health as not requiring exclusion. Such decisions are at the discretion of the Executive Director in consultation with the classroom teacher.

Your child may also be required to remain home for at least 24 hours, when a staff member has strong reason to believe that a child is, in fact, suffering from an infectious ailment, but the child's physician has not concurred.

All communicable diseases will be reported to Toronto Public Health for recommendations and follow up.

Please use the guide below to determine when your child should stay home if he/she develops a cough or runny nose;

1.) If a child has a bit of a "clear" runny nose that requires wiping occasionally, a few times a day (minimal), it is safe to be at the centre.

If a runny nose requires wiping consistently, several times a day (moderate), it is not safe to be at the centre. If your child's nose requires wiping several times an hour (frequently) then it is not safe for your child to be at the centre.

Likewise, it is not safe to be at the centre, if the runny nose is a thick mucous or coloured,

2.) If your child coughs a few times a day (minimal) then it is safe for your child to be at the centre. If your child coughs several times a day (moderate) then it is not safe for your child to be at the centre. If your child coughs several times an hour (frequently) then it is not safe for your child to be at the centre.

If your child develops gastrointestinal symptoms such as nausea/vomiting/diarrhea, they cannot attend the centre until symptom(s) is improving for 48 hours.

For fever or pink eye, your child cannot attend the centre until symptom(s) is improving for 24 hours.

MEDICATION

Staff can only administer prescription medication to a child.

Staff can only administer non-prescription medicine to your child when a physician has recommended treatment **in writing** and you have completed and signed the appropriate forms (provided by the classroom teacher).

Any changes in medication or medication instructions must be provided in writing, again using the appropriate forms. Medications must be in their original container, labelled with the physician's name, the child's name, the drug's name, the dosage, times of administration, instructions for administration (e.g., with food, with fluid), and the duration of treatment.

Written records are maintained on all medication given to the children.

If your child requires medication, you must complete the Medication Authorization and Administration Record each day, specifying the drug name, dosage and time(s) of administration. This record form is kept in the classroom and will later be filed in the office after the medication is finished or the teacher has been advised by the parent that the child no longer needs the medication.

IMMUNIZATION

You are required to provide current and up-to-date immunization information to the Centre, so that your child's file can be updated on a regular basis.

As per provincial law, immunization records must be kept up to date. You can find a recommended schedule of vaccinations from Toronto Public Health's website.

When you enrol a child at the Centre, you must provide an up-to-date record of the child's immunization.

A child would not be subject to the health assessment and immunization requirements in either of these circumstances:

- there is a medical reason why the child cannot be immunized

OR

- the parent of the child objects to immunization of the child based on their religious beliefs or conscience.

If either of these circumstances apply, the parent needs to give the centre paperwork that documents this. The paperwork has to be done on one of two ministry-issued standard forms; each form has two versions – one for employees, volunteers and students and one for parents of children. The forms are public and available in both English and French on the Government of Ontario’s Central Forms Repository.

OUTBREAK EXCLUSION

If an outbreak of a communicable disease occurs, any child who is not adequately immunized will not be able to attend the Centre, unless the child receives the required vaccine or until the outbreak is over.

ANAPHYLACTIC ALLERGIES

If your child has a serious allergy, you must complete an Anaphylaxis Emergency Plan along with an auto-injector (EpiPen). An EpiPen must be available at the Centre at all times.

Your child cannot attend the Centre if you do not provide an EpiPen or you fail to replace an expired EpiPen.

If your child requires additional medication to accompany his/ her EpiPen, the required dosage must be indicated on the plan and accompanied by a current prescription. You will also be required to complete a “Medication Form” for the additional medication.

We will work with you to develop an individual plan and emergency procedures, which must include a description of the child’s allergy and action to be taken by the staff in the event that a child has an anaphylactic reaction. This information, along with the child’s photograph, will be posted for staff.

If you believe that your child no longer requires an EpiPen, you must provide written confirmation regarding this change.

FOOD AND PRODUCT SAFETY

As part of our Quality Assurance requirements to make food safety and product safety information accessible to families, please see the Health Canada link below for any recalls that may arise.

We highly recommend receiving updates and would advise that you sign up for notification of current alerts. The website is helpful and provides suggestions to support well-being.

<http://www.hc-sc.gc.ca> – scroll to the side bar under recalls and safety alerts and click on **@subscribe to health and safety updates**.

SMOKE FREE

The Queen's Park Child Care Centre is a smoke-free environment. As per the Smoke-Free Ontario Act, smoking is prohibited in all enclosed workplaces and public places. Smoking is also not permitted at any time on the playground or near entrances and exits.

Staff do not smoke in the presence of children enrolled at the Centre, and parents who visit the playground and/or accompany children on field trips are required to observe this policy.

DUTY TO REPORT

The purpose of Ontario's Child and Family Services Act (CFSA) is to promote the best interests, protection and wellbeing of children, including children who are, or may be victims of child abuse or neglect.

The CFSA states that each person in Ontario has a responsibility for the welfare of children. Members of the public, including professionals who work with children, have **an obligation to promptly report** if they suspect that a child is in need of protection.

A child in need of protection is defined as and includes physical and emotional abuse, neglect and risk to harm.

Any staff member who believes, on reasonable grounds, or receives disclosure (e.g., is informed by the child or another person) that the child is or may be in need of protection shall report the belief and the information upon which it is based to the appropriate Children's Aid Society (CAS).

20. PARENTAL INVOLVEMENT

You are encouraged to become involved in the Centre in whatever way best suits your interests and schedule. The Executive Director is available to meet on any issue of concern to the family and to receive feedback relative to the overall operations of the daycare.

PARENT'S ROLE IN CHILD'S PROGRAM

Effective programming for individual children requires cooperation between the staff and parents. This co-operation relies on mutual respect and information sharing.

We encourage you to discuss your child's progress and any concerns with classroom staff. Given that drop-offs and pick-ups can be busy times, a meeting or conversation can be arranged at a quieter time, if needed.

You are welcomed in the Centre to observe, talk with staff, and participate in a program with your child.

Please discuss with staff in advance to determine how you can best participate.

PROGRAM PARTICIPATION

Off Premise - We look for opportunities in the community to build connections, facilitate stronger relationships and contribute to caring for the natural environment around us. Therefore the centre provides for activities off the centre premises from time to time, depending on the children's interests.

In the event that classroom teachers plan for a field trip away from the centre, parents are always welcome to join us. We strive to create a one child-to-one parent ratio on community outings.

Parents will be required to sign forms granting the centre permission for their child to attend off premise activities. You will receive information outlining the date and duration of the excursion as well as the method of transportation and learning opportunities provided for the children.

In the Centre - You may consider reading or telling a story, teaching a song or game or leading an art activity as great ways to get involved. You are also invited to

share your cultural heritage with the children by contributing program ideas and materials or by participating in a special program event.

Special programs to mark various holidays help children develop an understanding of diverse cultures and to learn to value their own culture. Cultural programs might consist of songs, games, stories, art activities, traditional dress, and preparing a traditional food at snack time.

As a parent or legal guardian of a child enrolled at the Centre, you are considered a voting member of the Corporation.

You are encouraged to attend an Annual General Meeting held in June each year. At this meeting, you have an opportunity to hear from staff, vote in a Board of Directors and approve an independent auditor to validate the Centre's financial statements. You can also bring forward any questions and/or concerns at this event.

As a member of the Corporation, you are eligible to run for – and be elected – to positions on the Board of Directors. You may also wish to participate on a sub-committee of the Board or volunteer your time on special projects, without becoming an elected member.

BOARD OF DIRECTORS

A Board of Directors for the Centre is elected each year at the Annual General Meeting. The Board is comprised of an Executive (Chair, Vice-Chair, Secretary, Treasurer), general members and the Executive Director.

The Board meets monthly on matters of business related to the Centre. Additional special meetings are held on emerging matters, as needed.

The board is a policy board and is responsible for the overall governance of the affairs of the corporation.

The board is expected to provide support to the Executive Director who has expertise in and responsibility for managing the day-to-day operations of the corporation.

A list of the current Board of Directors is available on the licensing bulletin board located on the wall across from the office.

21. WORKPLACE RESPECT

We believe that supportive positive relationships between children, families and educators is key to healthy development of the whole child.

Positive relationships supplement and complement family care and help to ensure that we provide a nurturing learning environment that promotes inclusiveness.

We value our team of educators who are warm, caring, resourceful, reflective and rich in knowledge. They have chosen the sector of early learning and child care because they believe in the importance of quality child care.

As respectful communications must be modelled at all times in the child care environment, any verbal or other abuse, harassment, intimidation or bullying by parents or other family members towards staff, other parents, students or volunteers will not be tolerated.

Failure to adhere to this expectation could result in having to withdraw your child from the Centre.

22. SUPERVISION FOR VOLUNTEERS AND STUDENTS

The Centre is committed to providing all children, staff and parents with a safe, supportive and stimulating environment.

While QPCCC maintains appropriate staffing ratios at all times, the Centre does accept volunteers and students into the Centre where it is agreed that their unique skills and interests advance the Centre's goals of providing a high-quality child care experience for all of its members.

The following sets out the requirements that apply to the supervision of all volunteers and students at the Queen's Park Child Care Centre effective August 29th, 2016 in accordance with the Child Care and Early Years Act 2014;

- No child is supervised by a person under 18 years of age;
- Only permanent employees will have direct, unsupervised access to children;
- Volunteers and students may not be counted in the staffing ratios

23. FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

The Centre is required to collect personal information in connection with the admission of children under the legal authority of the Child Care and Early Years Act for the purpose of child care.

Please see the Executive Director if you have any questions or concerns about the collection of this information.

Emergency Management Policy and Procedures

Name of Child Care Centre: Queen's Park Child Care Centre

Date Policy and Procedures Established: June 1st, 2016

Date Policy and Procedures Updated: March 8th, 2019, Oct. 2022, April 19th, 2023

Purpose

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.

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 north end of the FROST building on the grass, beyond the “FROST” sign, moving towards Queen’s Park Cres. E. (outside of the building, where the security desk is located.)

If it is deemed ‘unsafe to return’ to the child care centre, the **evacuation site** to proceed to is located at: **Women’s College Hospital**
76 Grenville St.
Toronto, ON.
M5S 1B2

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 Executive Director, Administrative Coordinator or Pedagogical Leader 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 Executive Director, Administrative Coordinator or Pedagogical Leader in the daily written record. The centre will conduct and document monthly evacuation drills to allow for practice in the event of an emergency situation.

Evacuation Route:

All classrooms will leave through the south entrance and take the ramp.

Meet at the bottom of the ramp on the grass.

Group walks north on Queen's Park Cres. East.

Turn right at Grosvenor St.

Cross at Surrey Place.

South on Surrey Place.

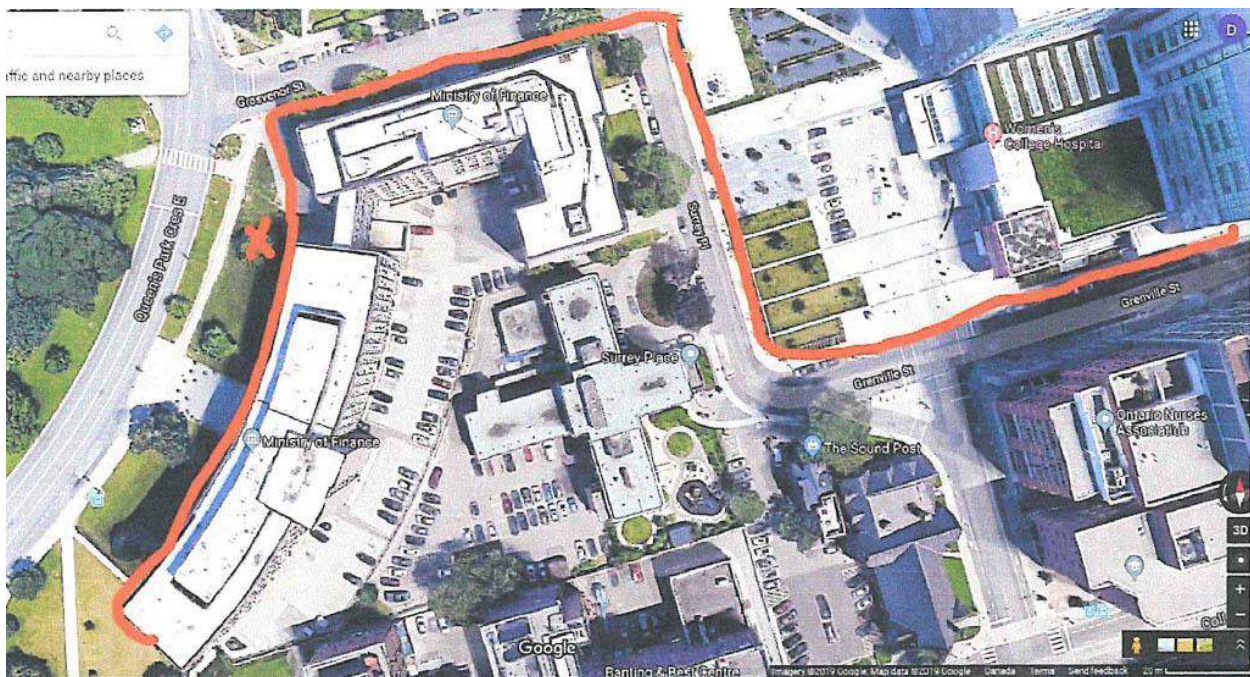
Left on Grenville.

Enter Women's College from Grenville St. entrance.

***Alternate route**

All classrooms will leave through the north entrance and follow the above route.

Map route attached.



Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown 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>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. Move to the evacuation site at Women’s College Hospital if safe to do so. The gathering spot is in the atrium. 3) Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm; • gather all children and move them away from doors and windows; • take children’s attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. 4) If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> • close all doors plus all window coverings; • barricade or lock the room door - keys are located on the wall beside the door. • gather emergency medication; and • join the rest of the group for shelter. • The Executive Director, Administrative Coordinator or Pedagogical Leader will close and lock all entrances/exits of the child care centre if it is safe to do so. The key to the door leading to the main door exit is located on the wall inside the centre adjacent to the door. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>

<p>Hold & Secure 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>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>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"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. <p>4) The Executive Director, Administrative Coordinator or Pedagogical Leader must immediately:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
<p>Bomb Threat 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 Executive Director, Administrative Coordinator or Pedagogical Leader must:</p> <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children’s attendance to confirm all children are accounted for. <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>Disaster Requiring Evacuation 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"> • remain calm; • gather all children, the attendance record, children's emergency contact information any emergency medication; • exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions; • escort children to the meeting place; and • take children's attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions. <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>4) The Executive Director, Administrative Coordinator, Pedagogical Leader, Cook and any other designate as directed will;</p> <ul style="list-style-type: none"> • 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 • In doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the office and ensure their required medication is accessible, if applicable; and • wait for further instructions. <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>Disaster – External Environmental Threat 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>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) The Executive Director, Administrative Coordinator, Pedagogical Leader, Cook and any other designate must:</p> <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and <p>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.</p>
<p>Natural Disaster: Tornado / Tornado Warning</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>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children;

	<ul style="list-style-type: none"> • go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways; • take children's attendance to confirm all children are accounted for; • remain and keep children away from windows, doors and exterior walls; • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.
<p>Natural Disaster: Major Earthquake</p>	<ol style="list-style-type: none"> 1) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • 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; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) 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. 3) Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions.

	<p>6) Designated staff will:</p> <ul style="list-style-type: none"> • 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 • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the office and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.</p>
--	---

Immediate Emergency Response Procedures for Other Emergencies

Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, the Executive Director, Administrative Coordinator, Pedagogical Leader, Cook and any other designate 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.
- 3) If the Executive Director, Administrative Coordinator or Pedagogical Leader 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:

Internal OPP and Security: 5-3456

Local Police Department: 416 808 5200

Ambulance: 416 638 7301

Local Fire Services: 416 396 3750

Executive Director: 705 328 4781 info@qpccc.ca

Pedagogical Leader: kendra.qpccc@gmail.com

Administrative Coordinator: pamela.qpccc@gmail.com

Chair: sophiehashem@hotmail.com

Security at Women's College Hospital - 416 323 6090

- 4) Where any staff, students and/or volunteers are not on site the Executive Director, Administrative Coordinator or Pedagogical Leader and any other assigned designate 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.
- 5) The Executive Director, Administrative Coordinator or Pedagogical Leader and any other assigned designate 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.
- 6) 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.
- 7) 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	<ol style="list-style-type: none"> 1) The individual who receives the ‘all-clear’ from an authority must inform all staff via cell notification that the ‘all-clear’ has been given and that it is safe to return to the child care centre. 2) 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. 3) Staff must: <ul style="list-style-type: none"> • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. 4) The ED, Pedagogical Leader or Administrative Coordinator will determine if operations will resume and communicate this decision to staff.
Communication with parents/guardians	<ol style="list-style-type: none"> 1) As soon as possible, the ED, Pedagogical Leader or Administrative Coordinator must notify parents/guardians of the emergency situation and that the all-clear has been given. 2) Where disasters have occurred that did not require evacuation of the child care centre, the ED, Pedagogical Leader or Administrative Coordinator must provide a notice of the incident to parents/guardians by email. 3) If normal operations do not resume the same day that an emergency situation has taken place, the ED must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

8b) Procedures to Follow When “Unsafe to Return” Notification is Given	
Procedures	<ol style="list-style-type: none"> 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. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) 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. 4) The ED, Pedagogical Leader, Administrative Coordinator or designate 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. 5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
Communication with parents/guardians	<ol style="list-style-type: none"> 1) Upon arrival at the emergency evacuation site, the ED, Pedagogical Leader, Administrative Coordinator or designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, the ED, Pedagogical Leader, Administrative Coordinator or designate will update the child care centre’s voicemail box 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.

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

<p>Procedures for Resuming Normal Operations E.g. where applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.</p>	<p>If a situation is deemed to be a reportable serious occurrence, the ED, Pedagogical Leader or Administrative Coordinator will take the necessary steps as outlined in the Serious Occurrence Policy.</p> <p>If there have been any interruptions to deliveries or services used by the centre, the ED, Pedagogical Leader, Administrative Coordinator or designate will take the necessary steps to communicate that the centre is resuming normal operations.</p> <p>Where a situation warrants an insurance claim, the ED will engage the company to start the process of recouping coverage for items or materials damaged during the incident.</p>
<p>Procedures for Debriefing and Providing Support to Children and Staff who Experience Distress</p>	<p>The following steps will be taken by the ED to support the emotional wellbeing of all staff and children following the occurrence;</p> <ul style="list-style-type: none"> ● engage professionals from the EAP benefits provider to gather professional supports to be offered to staff and to address methods recommended for debriefing; ● reach out to professional resources in the community to gather information and supports for children who may be experiencing trauma and or challenges and to address methods recommended for debriefing; ● meet with all staff individually or together as a group to determine any specific challenges, noted trauma or stressors or anything deemed problematic. ● share with parents through email or individual meetings, advice and recommendations from professionals and resource supports. ● continue to monitor the effectiveness of the supports and collaborate/communicate with staff, families and professionals until it is determined that the services are no longer required.

CHILD CARE CENTRE WAITING LIST POLICY AND PROCEDURES

Name of Child Care Centre: Queen's Park Child Care Centre

Date Policy and Procedures Established: August 28th, 2017

Date Policy and Procedures Updated: March 8th, 2019

PURPOSE

This policy and the procedures within provide for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents in a way that maintains the privacy and confidentiality of children.

The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide parents with information about their child's position on the waiting list.

This policy is intended to fulfil the obligations set out under Ontario Regulation 137/15 for a child care centre that maintains a waiting list to have related policies and procedures.

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

POLICY

General

- Queen's Park Child Care Centre will strive to accommodate all requests for the registration of a child at the child care centre.
- Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.
- No fee will be charged to parents for placing a child on the waiting list.

PROCEDURES

1. Receiving a Request to Place a Child on the Waiting List

- The licensee or designate will receive parental requests to place children on a waiting list via online application.
- The online application will place a child on the waiting list in chronological order, based on the date and time that the request was received.
- The online application allows for once a child has been placed on the waiting list, the parent or guardian will receive a message to inform of their child's position on the list.

2. Determining Placement Priority when a Space Becomes Available

Children are admitted from the waitlist on a first-come, first served basis, as vacant spots become available.

Age demographics influence admission as vacancies are classified within a specific age group (based on licensing standards):

1. Infant program (birth-18 months)
2. Toddler program (18 months-2.5 years)
3. Preschool program (2.5-5 years)

Admissions are open and non-discriminatory; however, the following groups receive priority status on the Centre's wait list for admissions, in order of priority:

1. children of staff members returning after maternity leave (internal list)
2. siblings of children currently enrolled in the Centre and siblings of children who in the past were enrolled in the centre and children of permanent staff employed by the Centre (internal list)
3. children of Ontario government employees who work in the Queen's Park area (OPS list)
4. a child who has been withdrawn from the Centre due to an extended illness or family hardship.(internal list)
5. children from the surrounding community (external list)
6. In special cases of unusual hardship, admission may be accelerated, if reviewed and approved by the Board of Directors and the City of Toronto. The Board of Directors may amend admission policies if/as needed.

A child maintains their position on the waiting list until the time;

- their name rises to the top of the list and a space becomes available in the age group required;
- the parent directs the Centre to remove their child's name from the list

Since the list is managed on a first come, first serve basis, we can never predict how fast the lists will move until we start reaching out to families to see if they are interested in a vacancy, when a spot becomes available in the centre. If the family refuses a position, we move onto the next family.

It is possible to reach out to the centre to inquire as to how close you are to obtaining a position but it is important to note that this info does not provide a sense of when you will be offered a position.

This provision is intended to set out that the waiting lists are administered in a transparent manner and that information about the waiting list is available to prospective parents in a way that maintains the privacy and confidentiality of the children on the list.

The Administrative Coordinator will contact parents to discuss their interest in a space and a possible starting date for the child, only once a space is imminently available. During this discussion the prospective family will be invited to visit the Centre and complete the admission process. At no time can the Centre hold spaces open.

You will be allowed one opportunity to change a requested start date at the time a space is offered, without falling to the bottom of the current wait list.

3. Transition to Child Care

Prior to your child's admission to the Centre, you will have a meeting with the Executive Director, Assistant Director or Program Coordinator.

During this meeting, you will receive all relevant documents, handouts and contact information.

We will also work with you to develop a transition plan to support your child as they settle into a new program. Each child adjusts individually, but typically this involves gradual entry over a one-week period of time.

4. Security deposit

When you accept a position, you will be required to pay one month of base fees = \$478.50 as a security deposit. Your security deposit will be held until the time that you give notice that you wish to withdraw your child from the Centre.

Once notice is given, your deposit will be applied to your last monthly payment. Once you start at the centre you will be expected to pay for your upcoming month of care.

The centre is participating in the Canada-Wide Early Learning Child Care (CWELCC)

1 month care, automatically debited from your banking account at the beginning of the month =

Infants \$478.50 / Toddlers \$478.50/ Preschool \$478.50

5. Maintaining Privacy and Confidentiality

The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.

Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURES

Name of Child Care Centre: Queen's Park Child Care Centre

Date Policy and Procedures Established: September 1st, 2017

Date Policy and Procedures Updated: March 6th, 2019

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

All issues and concerns raised by parents/guardians are taken seriously and require prompt attention 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.

COMPLAINTS OR ALLEGATIONS AGAINST AN EMPLOYEE

- a) Parents are asked to bring forth any concern about their child or any of the programs to the teacher/s in which their child is enrolled.
- b) A time to discuss the issue will be arranged by the classroom teacher within 24 hours of the concern becoming apparent if not able to resolve the issue during normal program time.
- c) If a parent feels that the issue is serious in nature and is not comfortable speaking to the classroom teacher, then the parent is encouraged to speak directly to the ED, Administrative Coordinator or Pedagogical Leader at any time.
- d) The Executive Director is responsible for the investigation of complaints or allegations against an employee. The ED will respond to the parent within 24 hours with information regarding the issue and a strategy for resolution.
- e) The classroom teacher will bring forth to the ED, Administrative Coordinator or Pedagogical Leader upon hearing about the issue if she/he believes the issue to be serious in nature.
- f) 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.
- g) The person who raised the issue/concern will be kept informed throughout the resolution process.
- h) Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

COMPLAINTS OR ALLEGATIONS AGAINST THE EXECUTIVE DIRECTOR

If a parent is not satisfied with the Executive Directors response or actions, they are encouraged to contact the Chair of the Board of Directors who will immediately take the necessary steps as outlined above, in collaboration with the Board of Directors.

Current contact information for the Chair of the Board can be obtained from the parent board just inside the main doors of the centre.

The parent issuing the complaint will be informed in writing by the Chair of the Board within 2 weeks of becoming aware of the incident and/ or following an investigation as to the outcome and remedy for resolution.

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

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

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

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/childrensaaid/reportingabuse/index.aspx>

Telephone numbers of Children’s Aid Societies:

- Children’s Aid Society: 416-924-4646
- Catholic Children’s Aid Society: 416-226-1010
- Jewish Child and Family Services: 416-638-7800
- Native Child and Family Services: 416-969-8510

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:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - ED, Administrative Coordinator or Pedagogical Leader 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 24 hours; <p>Document the issues/concerns in detail. Documentation should include:</p>
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - ED, Administrative Coordinator or Pedagogical Leader 	<ul style="list-style-type: none"> - 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;
<p>Staff ED, Administrative Coordinator or Pedagogical Leader and/or Licensee Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - ED, Administrative Coordinator or Pedagogical Leader 	<ul style="list-style-type: none"> - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the

	<p>All issues or concerns about the conduct of staff, students 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.</p>	<p>parent/guardian regarding next steps or referral.</p> <p>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 24 hours 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.</p>
<p>Student- / Volunteer Related</p>	<p>Raise the issue or concern to - the staff responsible for supervising the volunteer or Student or - ED, Administrative Coordinator or Pedagogical Leader and/or licensee.</p> <p>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.</p>	

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 or Chair of the Board.

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

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

Contacts:

Chair of the Board – posted on the licensing board outside of the office

Executive Director – info@qpccc.ca

416-972-9979

Ministry of Education – <https://www.ontario.ca/page/make-child-care-complaint>

College of Early Childhood Educators – General complaints and discipline inquiries

– discipline@college-ece.ca

Child Care Centre

Safe Arrival and Dismissal Policy and Procedures

Name of Child Care Centre: Queen's Park Child Care Centre

Date Policy and Procedures Established: January 1st 2024

Date Policy and Procedures Updated: January 1st 2024, April 1st edited to include 4:30 notification.

Purpose

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

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

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

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

Policy

General

As noted on the registration forms, QPCCC will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.

Queen's Park Child Care Centre will only dismiss children into the care of their parent/guardian or another authorized individual. In an emergency situation whereby the parent requests an individual who is not authorized on the enrollment form, verbal consent via a phone call from the parent to the office or classroom teacher will be accepted. The centre will not release any children from care without supervision.

Procedures

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

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - o greet the parent/guardian and child.
 - o ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the enrollment form as an emergency contact or a person who has authorization to pick up the child. Where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing via an email to the office. Remind parent that picture identification is required for this person before the child will be released in the event that the staff member does not recognize them. In all situations, staff will ask for picture identification if they do not recognize the individual picking up a child.
 - o document the change in pick-up procedure in the classroom written record and inform the office that an email will be forthcoming.
 - o sign the child in on the classroom attendance record.
 - o Office staff will follow through with the classroom to confirm that the written authorization has been received.

Where a child has not arrived in care as expected

*Parents are required to advise the office by email no later than 10:00 am daily if their child will be absent from the centre.

If pick up plans change throughout the day, parents must **email** the office no later than 4:30 PM daily.

Beyond 4:30 PM, parents are required to call their child’s classroom teacher and leave a message on the phone detailing the arrangement for pick -up, including who is picking up the child and what time they will be arriving at the centre.

Infant	647-355-6394
Toddler 1	647-616-9018
Toddler 2	647-354-7161
Toddler 3	647-355-0879
Preschool 1	647-225-1921
Preschool 2	647-354-7241
Preschool 3	647-224-9056

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - o inform the office staff no later than 10:30 am daily.
 - o office staff will call the parent immediately upon learning that the child has not arrived.
 - o If the parent cannot be reached by phone, the office staff will send the parent an email. If after 15 minutes no response has been received the office staff will leave a message on the StoryPark app for the parent. After an additional 15 minutes if the parent has not responded the office staff will call the emergency contacts for the child. Emergency contact will be asked to inform the office once they have made contact with the child’s parent or guardian.
2. Once the child’s absence has been confirmed the office staff will inform program staff who shall document the child’s absence on the attendance record and any additional information about the child’s absence in the daily classroom written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child’s parent/guardian or individual that the parent/guardian has provided written authorization that the child care may

release the child to. In an emergency situation whereby, the parent requested verbally with a phone call to the office that their child be released to an individual, the office staff will inform the staff.

2. For all pick up occasions, where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - o confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - o where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization in the classroom daily communication book.

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:00PM, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds to the office to check if a message regarding a late pick up is in voice mail. If no message is retrieved, staff will proceed with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. If the staff are unable to reach the parent/guardian they will leave a message and wait 10 minutes for the parent to arrive or call the centre. In the event that the staff do not hear back from the parent within 10 minutes, the staff will reach out to the emergency contact person(s) authorized to pick up the child. After making contact with the emergency authorized individual, staff will leave a voice message on the parent's phone informing them that the emergency contact has been reached and is coming to the centre to pick up the child.
3. In exceptional circumstances, if no notice is given or a child remains at the Centre for 30 minutes after normal business hours, child protection services (Children's Aid Society) will be contacted. Staff will follow the direction of Children's Aid Society.
4. Parents/Guardians are required to call the centre office at 416 972 9979 in the event that there is an emergency and they are running late. If there is no answer, parents are asked to leave a message informing of the circumstances and the estimated time that they will arrive at the centre or the name of the individual who they are authorizing to pick up the child. Calling in advance does not waive late fees.

5. After 6:00 p.m. on the Centre's clock, an initial penalty of \$10.00 is charged. A subsequent penalty of \$1.00 is charged for each minute a child remains at the Centre in care, after 6:01 p.m. Parents are responsible for late charges and must pay for these charges on site, at the time of pick up. Staff will be required to record the time of departure in a designated book. Repeated late pick-ups could result in forfeiting the child's position.

Glossary

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

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

QPCCC Sleep Supervision Policy and Procedures

Name of Child Care Centre: Queen's Park Child Care Centre

Date Policy and Procedures Established: August 29th, 2016

Date Policy and Procedures Updated: March 2nd, 2019, Nov. 2020, Reviewed Oct. 2021, Reviewed Sept. 2022, Reviewed and updated April 29th, 2026 to align with the Joint Statement on Sleep

Purpose

Children's sleep and rest play an integral part in a child's well-being and development. The purpose of this policy and procedures described within is to provide staff, students and volunteers with rules and procedures to follow to safeguard children from harm, injury or death while sleeping.

The procedures provided for placing infants under 12 months on their own backs for sleep until they are able to roll from their backs to their stomachs or sides, align with the requirement to meet the recommendations set out in Health Canada's document titled [Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada](#) Appendix A

Procedures for monitoring sleeping children reduce the risk of harm or injury so that caregivers can look for and identify signs of distress and implement immediate responses to protect the health and safety of children.

This policy is intended to fulfil the obligations set out under Ontario Regulation 137/15 for sleep policies for child care centres.

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

Policy

General

- All children will be provided with the opportunity to sleep or engage in quiet activities based on their needs.
- Children under 18 months of age will be provided time to sleep based on their individual schedules, and will be assigned to a crib.
- If a blanket is used, infants are safest with a thin, lightweight blanket. If a sleep sack is used, it should be sized properly to protect the infant from slipping down inside the sleep sack. Staff will monitor and document that sleep sacks are suitable and sized for infants as they grow.

- All children 18 months and older will be provided time to sleep for a period of no more than two hours each day, and will be assigned to a cot.
- Where children are sleeping in a separate sleep room or area, their names will be listed on the sleep room door so that staff can immediately identify which children are present in the room/area.

Placement of Children for Sleep

- Children under 18 months of age will be placed in their assigned cribs for sleep.
- Children over 18 months of age who sleep will be placed on individual cots for sleep.
- All infants under 12 months will be placed on their own backs for sleep until they are able to roll from their backs to their stomachs or sides, in accordance with the recommendations set out in Health Canada's document entitled "[Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada](#)", unless other instructions are provided in writing by the child's physician. Parents of these children will be advised of the centre's obligation to place their child(ren) to sleep on their backs.
- It is not necessary to reposition infants onto their backs once they are able to roll from their backs to their stomachs or sides. However, soft or loose bedding and other objects can pose a suffocation hazard if the infant rolls onto them, so staff will continue to keep the infant sleep area clear.

Consultation with Parents

- All parents of children who regularly sleep at the child care centre will be advised of the centre's policies and procedures regarding sleep at the time of their child's enrolment and/or any time the policies and procedures are revised, as applicable. This information will be available to parents during the enrollment process, as provided by the Administrative Coordinator.
- The centre recognizes that children's needs may also change periodically.
- The Administrative Coordinator and or classroom teacher will consult with parents about their child's sleeping arrangements at the time of enrolment and at any other appropriate time (e.g. when a child transitions to a new program or room, or at the parent's request).
- Written documentation (All About Me) will be kept in each child's file to reflect the sleep patterns identified by their parent, and updates to the documentation will be made whenever changes are communicated to the child care centre.
- All initial sleep arrangements will be communicated to program staff by the Administrative Coordinator after meeting with the parent/guardian.
- Parents will be advised by the classroom teacher of any significant changes in their child's behaviours during sleep and/or sleeping patterns.
- Staff will document their observations of changes in a child's sleep behaviours in the daily written record or for preschoolers, on the All About Me form.

- Any changes in sleep behaviours will result in adjustments being made to the child's supervision during sleep time, where appropriate, based on consultation with the child's parent.

Direct Visual Checks

- Direct visual checks of **each** sleeping child (i.e. every child placed for sleep in a crib or cot) will be conducted to look for indicators of distress or unusual behaviours. Direct visual checks will be documented by staff as described below - **For Infants, For Toddlers.**
- Direct visual checks are not required for children engaging in quiet activities, but these children will be supervised at all times.
- For infants (children under 18 months of age), direct visual checks will be completed at a frequency based on consultation with each parent and may be increased based on the observed sleeping patterns and/or medical needs of each infant.
- The frequency of direct visual checks and the steps to complete them will depend on the typical sleep patterns of each child and their age, as identified in the sleep supervision procedures provided in this policy.
- Staff will ensure that all sleep areas have adequate lighting available to conduct the direct visual checks of sleeping children.

Classroom staff will follow the below procedures for sleep/rest;

For Infants

1. A staff member will conduct physical checks regularly to monitor breathing and body temperature.
2. Staff will physically check breathing and temperature every 30 minutes. Breathing will be assessed to ensure that it is not laboured and temperature will be assessed to ensure that the infant is comfortable. Staff will check for indicators of distress or unusual behaviour.
3. These physical checks must be documented in the child's daily record via Storypark.
4. Any issues or uncertainties with the results of an individual physical check will be brought to the attention of the Executive Director and or designate who will then notify parents immediately. Medical emergency services will be contacted if a situation warrants.
5. The names of sleeping infants will be recorded on the whiteboard, located on the door to the infant classroom. This system allows for the staff to quickly identify who is in the sleep room.
6. Staff will ensure that the lighting in the sleep room allows for visual monitoring. Lights can be dimmed, but staff must be able to see children clearly.
7. Daily checks will be documented in the child's daily record via Storypark.

For Toddlers

1. Children will be assigned to individual cots (mats where a director approval has been granted for children 18 months to 5 years old.
2. Provide that parents will be consulted respecting a child's sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as transitions between programs or rooms or upon a parent's request.
3. Staff will physically check breathing and temperature every 30 minutes. Breathing will be assessed to ensure that it is not laboured and temperature will be assessed to ensure that the toddler and or preschool child is comfortable. Staff will check for indicators of distress or unusual behaviour.
4. Daily checks will be documented in the child's daily record via Storypark.
5. Any issues or uncertainties with the results of an individual physical check will be brought to the attention of the Executive Director and or designate who will then notify parents immediately. Medical emergency services will be contacted if a situation warrants.

Use of Electronic Devices

Where electronic devices are used to monitor children's sleep, staff will:

- **not use electronic sleep monitoring devices to replace direct visual checks;**
- check the monitor daily to verify that it is functioning properly (i.e. it is able to detect and monitor the sounds and, if applicable, video images of every sleeping child); and
- actively monitor each electronic device at all times.

Procedures

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

* **This is the minimum frequency of direct visual checks.** Should a child have symptoms of illness (e.g. a cold) or if there are other issues or concerns related to the child's health, safety and well-being during sleep, the frequency of direct visual checks must be increased. The individual needs of each child during sleep as identified by the parent and/or the child's physician must be followed at all times.

Procedures for Completing Direct Visual Checks

1. Staff must:
 - i. be physically present beside the child;
 - ii. check each child's general well-being by looking for signs of distress or discomfort including, at a minimum:
 - laboured breathing;
 - changes in skin temperature;
 - changes in lip and/or skin colour;
 - whimpering or crying; and
 - lack of response to touch or voice.

2. Where signs of distress or discomfort are observed, the staff who conducted the direct visual check must attempt to wake the child up. Where no signs of distress or discomfort are observed, proceed to step 3 below.
 - a) Where the child wakes up, staff must:**
 - i. attend to the child's needs;
 - ii. separate the child from other children if the child appears to be ill;
 - iii. document the incident in the daily record or the sleep form in the room and in the child's symptoms of ill health record, where applicable.

 - b) Where the child does not wake up, staff must immediately:**
 - i. perform appropriate first aid and CPR, if required;
 - ii. inform other staff, students and volunteers in the room of the situation;
 - iii. contact emergency services or, where possible, direct another individual to contact emergency services;
 - iv. separate the child from other children or vice versa if the child appears to be ill;
 - v. inform the Executive Director or designate of the situation; and
 - vi. contact the child's parent;

 - c) Where the child must be taken home or to the hospital, the supervisor or designate must immediately:**
 - i. contact the child's parent to inform them of the situation and next steps.

d) Where the child's condition has stabilized, and/or after the child has been taken home and/or to the hospital, the staff who conducted the direct visual check and any staff who assisted with responding to the incident must:

- i. follow the serious occurrence policies and procedures, where applicable;
- ii. document the incident in the daily written record; and
- iii. document the child's symptoms of illness in the child's records.

3. Staff must:

- i. adjust blankets as needed;
- ii. ensure the child's head is not covered;
- iii. ensure there are no other risks of suffocation present;
- iv. document the date, time and initial each direct visual check on the room's sleep form. For Toddlers and Infants the sleep checks will be noted on the daily record, on Storypark;
- v. verbally inform other staff in the room that the check has been completed, where applicable and possible.

Glossary

Adequate lighting: A provision of light that allows for clear visual monitoring.

Direct Visual Check: A mechanism for monitoring sleeping children whereby an individual is physically present beside a child to look for signs of distress, discomfort or unusual behaviours (e.g. change in skin colour, change in breathing, signs of overheating) and react as required.

Electronic Monitoring Device: A device used to observe a sleeping child from a distance. Such devices may capture images, video, and/or sound to keep track of a child's sleeping patterns, but cannot be used in place of direct visual checks.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre.

Parent: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family (all references to parent include legal guardians, but will be referred to as "parent" in the policy).

Staff (Employee): An individual employed by the licensee (e.g. program room staff).

Regulatory Requirements: Ontario Regulation 137/15

Sleep policies and supervision

33.1

- (1) Every licensee shall ensure that a child who is younger than 12 months who receives child care at a child care centre it operates or at a premises where it oversees the provision of home child care is placed for sleep in a manner consistent with the recommendations set out in the document entitled “Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada”, published by the Public Health Agency of Canada, as amended from time to time, unless the child’s physician recommends otherwise in writing.
- (2) Every licensee shall ensure that, if child care is provided for a child who regularly sleeps at a child care centre the licensee operates or at a premises where it oversees the provision of home child care,

 - (a) an employee or the home child care provider periodically performs a direct visual check of each sleeping child by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours;
 - (b) there is sufficient light in the sleeping area or room to conduct direct visual checks; and
 - (c) there are written policies and procedures at the child care centre or home child care premises with respect to sleep, and the policies and procedures,

 - (i) provide that children will be assigned to individual cribs or cots in accordance with this Regulation,
 - (ii) provide that parents will be consulted respecting a child’s sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent’s request,
 - (iii) provide that parents of children younger than 12 months will be advised of the licensee’s obligation under subsection (1),
 - (iv) provide that parents of children who regularly sleep at the child care centre or home child care premises will be advised of the centre’s or agency’s policies and procedures regarding children’s sleep,
 - (v) provide that the observance of any significant changes in a child’s sleeping patterns or behaviours during sleep will be communicated to parents and will result in adjustments to the manner in which the child is supervised during sleep, and
 - (vi) include details regarding the performance of direct visual checks, including how frequently direct visual checks will be performed and how direct visual checks will be documented.
- (3) In determining the matters described in clause (2) (c) (vi) in respect of children who are enrolled with a home child care agency and who receive child care at a home child care premises, the licensee shall consider parents’ input, the sleep environment at the premises and the proximity of the sleeping area or room to the child care provider when the child is sleeping.
- (4) Every licensee shall ensure that in each child care centre it operates that has a separate area or room for sleeping, there is a system in place to immediately identify which children are present in the area or room.
- (5) Every licensee shall ensure that if electronic sleep monitoring devices are used at a child care centre it operates or at a premises where it oversees the provision of home child care,

 - (a) each electronic sleep monitoring device is able to detect and monitor the sounds and, if applicable, video images, of every sleeping child;

 - (b) the receiver unit of the electronic sleep monitoring device is actively monitored by employees at the child care centre or the home child care provider at all times;
 - (c) each electronic sleep monitoring device is checked daily to ensure it is functioning properly; and
 - (d) electronic sleep monitoring devices are not used as a replacement for the direct visual checks required under clause (2) (a).



PROGRAM STATEMENT FOR QUEEN'S PARK CHILD CARE CENTRE

This Program Statement document captures the philosophy and goals that guide our program for our children. It describes the strategies we use to realize these goals, the plans of action to execute the strategies, and the practices to implement, monitor, and evaluate those action plans to continually improve our performance.

Table of Contents

Program Statement Framework 1

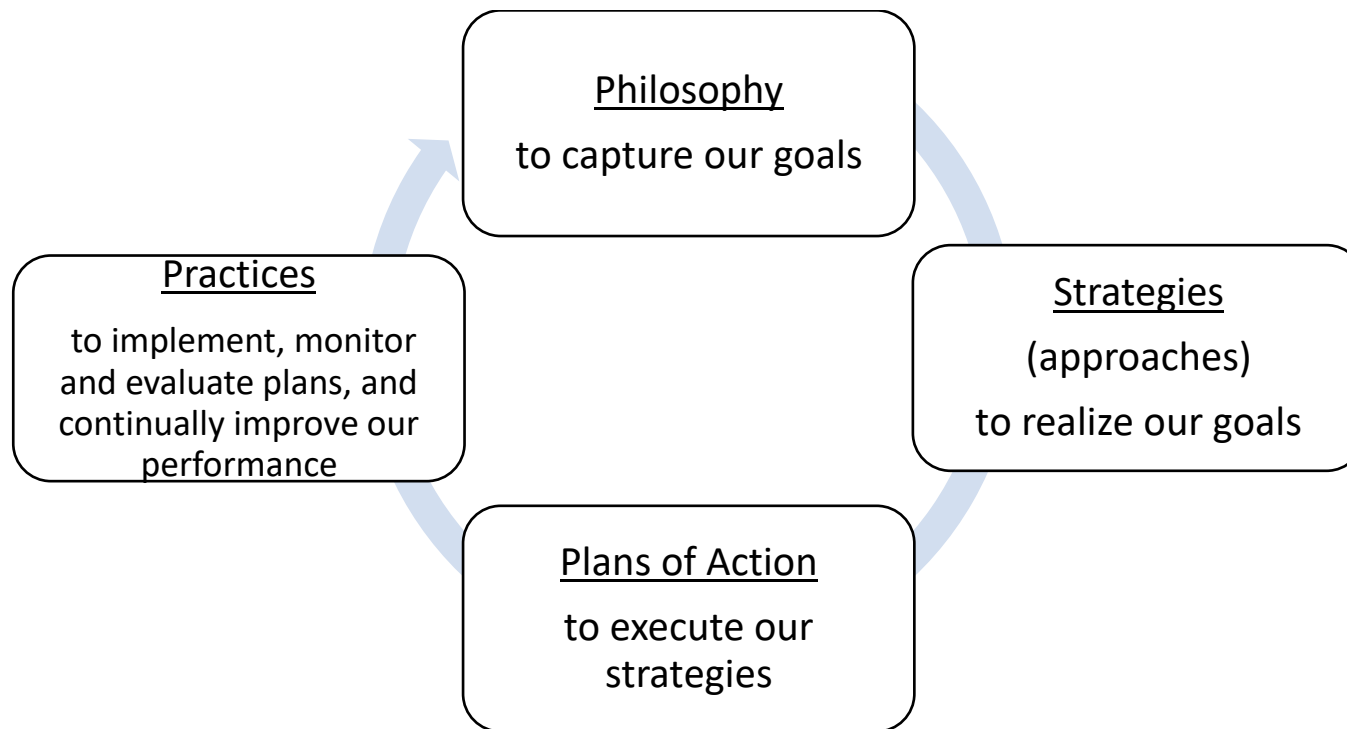
 Our Philosophy (Goals) 3

 Our Strategy 4

Program Statement Framework

Our Program Statement describes the following:

- The philosophy which captures our goals
- The strategies which are our approaches to realize our goals
- The plans of action which execute these strategies
- The practices which implement, monitor and evaluate plans, and continually improve our performance



Our Practices

1. All new staff on hiring, and all existing staff (annually) will acknowledge and review the following:
 - This program statement document
 - All relevant and attached guidelines
2. Parent survey will be conducted annually to assess performance against the 11 key requirements
3. Internal Rating (AQI) for each Plan of Action will be conducted annually by the city and two times a year internally.
4. Each monthly staff meeting will, on a rotation basis, include on the agenda, one of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured.
5. Each monthly board of director meeting will include a relationship to the 11 strategies to create the conditions for HDLH document and will be open to discussion.
6. Share "performance outcomes and goals review" with HR committee and document and incorporate feedback.
7. Budget a professional development investment for each staff and align the professional development with the program statement needs
8. The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will annotate the assessment with an example of each and identify goals for improvement for the next year.

Our Philosophy (goals)

- Provides an Inclusive enriched childcare environment
- Honors and respects all children's beliefs, culture, language, and experiences acquired from their family and community
- Promote health and well-being
- Fostering the children's exploration, play and inquiry as a key goal
- Capturing and documenting our practice is reinforcement of the learning
- Support all children's ability to self-regulate, so children feel comfortable and confident
- Foster the children's health and well-being indoors and outdoors
- Forming trusting relationships with children and their families
- Providing everyone with a sense of belonging
- Children learn to: care about other people; understand other's feelings; cooperate and share; to express their opinions; resolve conflicts; and develop self-competence, self-worth and self-regulation
- QPCCC reflects a view of children as being competent, capable, curious and rich in potential

Our Strategies (approaches)

1. Promote an environment which is healthy, safe, and supports general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environments and experiences
8. Incorporate indoor and outdoor play, active play and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners
11. Support others in relation to continuous professional learning

Our Plans of Action

The Plans of Action in each of these topic areas are the means to execute our strategies:

- | | | |
|---------------------------------------|---|--|
| 1. Daily written and Visual Schedule | 14. Care Practices | 26. Communication And Extending Children's Learning |
| 2. Program Plan | 15. Meals and Snack time | 27. Menu and/or Snack Adaptations |
| 3. Learning experiences | 16. Cribs and bedding | 28. Food Substitutions |
| 4. Indoor physical environment | 17. Health & Safety | 29. Preparation, Handling and Transportation of Food |
| 5. Displays | 18. Toys & Play Equipment Hygiene | 30. Health and Safety Kitchen and/or Food Preparation Area |
| 6. Art and Sensory | 19. Staff & Children's hand Hygiene | 31. Connecting and collaborating with local community and institutions |
| 7. Books, language & literacy | 20. Transitions and attendance verification | 32. Outdoor Playground environment |
| 8. Music and accessories | 21. Positive Atmosphere | |
| 9. Physical play learning Experiences | 22. Supervision of children | |
| 10. Cognitive & manipulative | 23. Fostering Children's independence | |
| 11. Science & nature | 24. Development of Self-esteem | |
| 12. Block & Construction | 25. Behaviour Guidance | |
| 13. Pretend play | | |

Since there is not a 1:1 relationship between strategies and plans, the ministry-to-AQI table in the appendix supports a cross-reference for compliance

Our Philosophy (Goals)

Queens Park Child Care Centre (QPCCC) is committed to providing high quality childcare with a belief that care and learning are inseparable concepts. The centre focuses on providing an environment that supports social, emotional, communication, language and literacy, cognition and physical development. Our goal is to ignite a love of learning through a stimulating play-based environment that supports ongoing development.

QPCCC recognizes that partnerships with families and communities are necessary in strengthening and meeting the needs of children. Our program encourages parent involvement, emphasizing the importance of open communications through the building of respectful trusting relationships.

We are committed to providing a fully inclusive environment that supports the wellbeing of all children and believe that these differences enrich the learning environment for children and families.

We honor and respect all children's beliefs, culture, language, and experiences acquired from their family and community. We believe in staff forming trusting relationships with children and their families; providing everyone with a sense of belonging. We are committed to ensuring that children learn to: care about other people; understand other's feelings; cooperate and share; to express their opinions; resolve conflicts; and develop self-competence, self-worth, and self-regulation.

Our curriculum reflects the belief that a well-planned program encourages learning processes and skill development for young children. By following a curriculum model known as emergent curriculum the staff plan activities and experiences indoors and outdoors based on individual interests and

Understanding the value that exploration and inquiry has on children's learning, the centre aims to provide programming that recognizes each child's individual emerging skills and unique learning path.

Through individual and group activities the program ensures that children continue to thrive and grow as they practice and master skills along a continuum of development.

Our curriculum is implemented within the understanding that children learn best when they can play. Therefore, the staff carefully plan opportunities for children that support overall child development within a play based program.

Our knowledgeable team of professionals believe that information from studies and experiences have shown that healthy development in children relies on the relationships and connections children make with the important people in their lives. Our staff are committed to developing positive relationships through the understanding of their role in creating these connections.

We value the importance of continuous professional learning for our staff and provide opportunities for our staff to reflect and evaluate recommendations in the field of early learning based on current trends, research and best practices. Our commitment to ongoing learning is evident as "We believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children"

In conclusion, Queen's Park Child Care Centre will foster an environment for children to grow and flourish that is organized around the four foundational conditions for learning – Belonging, Well-Being, Engagement and Expression as represented in "How Does Learning Happen" 2014 – Ontario's Pedagogy for the Early Years.

Our Strategy

Our strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). We understand that learning and development happens within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational conditions need to exist:

- A sense of Belonging,
- A sense of Well-Being,
- Opportunities and support for Engagement, and
- Opportunities and support for Expression.

We will adopt the following 11 strategies to create these conditions:

1. Promote an environment which is healthy, safe, and supports general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environments and experiences
8. Incorporate indoor and outdoor play, active play and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners
11. Support others in relation to continuous professional learning

Our Plan of Action

The plan of action for demonstrating the 11 key strategies is largely connected to the City of Toronto Assessment for Quality Insurance Guideline (AQI) which the centre actions daily.