



Northlea Community Child Care

PARENT HANDBOOK

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Welcome

Welcome to Northlea Community Child Care (here-after referred to as NCCC or “the childcare”). NCCC is pleased to share with you the care responsibilities for your child. We hope that your child's stay with us is an enriching and enjoyable experience for your family.

This guide is intended to be an informative resource about NCCC’s operations and policies. If you have any questions or concerns, please feel free to contact the Director or the President of the NCCC Board of Directors (see appendix A for current Board of Directors and their positions).

NCCC is a not-for-profit corporation dedicated to providing child care services for children 18 months to 12 years of age. It is also a registered charitable organization #1007459-20.

In December of 1993, members of the community were invited to make a decision regarding the operator of a child care space within the newly renovated Northlea Elementary and Middle School (later referred to as “Northlea School”). A parent operated child care was the favoured option, as it was believed that it could best respond to the needs of children and the community in all aspects of the child care operation. NCCC was established in 1994 by a group of parents. The child care is located within Northlea School and works in partnership with the School and the community to provide quality care.

A volunteer Parent Board of Directors governs NCCC. The Director of NCCC acts as an advisor to the Board.

NCCC is licensed by the Ministry of Education and has a purchase of service agreement with Toronto Children’s Services.

NCCC is barrier-free and enjoys access to the gym and library facilities within the school and the outdoor North playground of Northlea School which is CSA-approved. In addition, children have exclusive use of the fenced and gated North playground, directly outside the child care and share the Kinder playground with the School when in our care.

Policy Statement and Values

NCCC is committed to providing a quality, nurturing environment that enhances the growth and learning of each child in partnership with the family, the school, and the community.

Effective partnership between parents and educators is the cornerstone of the program. Our program is directed by the philosophy of learning through play. We believe that each child has a unique pattern of interests and skills. We offer a safe, secure, and stimulating environment which responds to the individual needs of each child and family.

NCCC respects and acknowledges differences in culture, colour, gender, sexual orientation, ability, race, belief, appearance, family composition and socio-economic status.

The program at NCCC is guided by the document "How Does Learning Happen? Ontario's Pedagogy for the Early Years 2014" together with the regulations in the "Child Care and Early Years Act 2014" (here-after referred to as CCEYA).

These documents guide program development, pedagogy and practice in the child care setting.

These documents along with the ELECT – Early Learning for Every Child Today strengthens the quality of our programs and assures high quality experiences that will lead to positive outcomes in relation to children's learning, development, health, and well-being.

The ELECT features a continuum of developmental skills and aims to set a foundation for life-long learning success; encourages staff to partner with families; uses play as a means to learning. It focuses on being responsive to children's interests, signals, and needs, requiring ongoing observation and documentation of learning and development in children.

In the Council of Ministry of Education Statement on Play Based Learning (2012) the Council describes the benefits of play as recognized by the scientific community, early learning experts and children and families alike.

NCCC believes in providing:

- a co-operative learning environment and open communication between the child care and the school, based upon partnership among children, families, caregivers and educators and the community
- quality programs which facilitate childhood growth and development in a safe and secure environment
- highly qualified, committed staff who share in our policy statement and values
- efficient business operation of the child care in order to ensure long term viability

Overview of Programs

NCCC provides a positive learning environment for children that enhances their development and education. Through play experiences and guidance of trained Educators, the children are exposed to situations that will stimulate their:

- Communication and social skills through child-child and adult-child interactions;
- Fine motor development;
- Gross motor development;
- Emotional/social development;
- Self-esteem, decision-making and problem solving;
- Curiosity, initiative and independence.

Toddler Program

- For children aged 18–30 months who reside within the Northlea School catchment area for English.
- Includes a catered lunch and two snacks per day (see “Meals” section for additional information).

Preschool Program

- For children aged 2½ to 4 years (children must be 31 months during the first month registered) who reside within the Northlea School catchment area.
- Includes a catered lunch and two snacks per day (see “Meals” section for additional information).

Full – Day Kindergarten and School Age Programs

- Provides before and after-school care and snacks for children in kindergarten to 12 years of age.
- The Ten-month programs operate from September to June for children who reside in the catchment area for Northlea School and are enrolled at Northlea School Full Day. We do not accept children who are bused to or from the school.
- The exact start and end dates align with the Toronto District School Board calendar.
- Includes full-day care and a pizza lunch on Professional Activity (PA) days that fall on a Friday.
- Includes full-day care and snacks on non-school days during March Break and December/January holidays. Parents are responsible for sending a lunch for their child/children from Monday to Thursday and pizza lunch will be provided on Friday by NCCC.

Our daily activities encourage the children to develop creativity, acquire life skills and knowledge in a variety of areas. The aim is to increase independence, problem solving, emotional regulation, empathy for others and responsibility.

Optional School Age Lunch Program

- Supervised lunchtime for children in grades one and two.
- Children bring their own lunches from Monday to Friday.

Kindergarten/School Age Summer Camp program

- Full-time camp offers week-by-week on a first-come, first-serve basis in July and August.
- Operates from 7:30 a.m. to 6:00 p.m.
- For children 4 to 12 years of age.
- We do not accept children who are bused to and from the camp.
- Camp begins on the first day after the end of the Toronto District School Board school year.
- Registration typically begins by February.
- Includes workshops, outings and swimming once a week.
- Includes a catered snacks each day.
- Camp is not offered the entire week before Labour Day. All NCCC programs will be closed during this week.

Programing and the Curriculum:

Our programs have a “holistic” approach to child development. The children are free to explore activities and NCCC Educators will guide them to try a variety of activities and new experiences. Our daily programs provide sports (develop gross/fine motor), dramatic (helps abstract thinking), early literacy (learn alphabet and develop love for books), numeracy, cognitive (enhance logical thinking and problem solving skills), arts (enhance creativity) self-help skills, and science experiences.

Staff

NCCC's staff consists of a Director, Assistant Director, Co-Ordinator, Registered Early Childhood Educators (RECEs) and Early Childhood Assistants (ECAs). All RECEs hold a diploma or degree in Early Childhood Education or equivalent, and are registered with the College of Early Childhood Educators. As a member of the College, they are entitled to practice the profession of Early Childhood Education in Ontario.

NCCC also supports the Early Childhood Education diploma and degree placement students, as well as, volunteers. Substitute educators (“supply”) also work at NCCC to replace regular staff as required.

All employees, placement students and substitute staff must complete a Vulnerable Sector Police Reference Check prior to starting their employment. Parent volunteers are required to complete a Police Reference Check and are responsible for covering any fees associated with it.

The primary responsibility of the staff is to facilitate each child's development, education and ensure their safety. The staff use principles, as outlined in the philosophy of NCCC and work in partnership with Northlea School's teaching staff, Principal and Vice-Principals. All staff work in accordance with the CCEYA, Public Health standards and the guidelines set out by the City of Toronto and Ministry of Education to provide high quality care to the children of the childcare.

NCCC follows the ratios as outlined in the *CCEYA*, as follows:

Toddler:	1 employee for every 5 children
Preschool:	1 employee for every 8 children
Kindergarten:	1 employee for every 13 children
School Age:	1 employee for every 15 children

The *CCEYA* allows for some variations in ratios during beginning and end of day hours.

Conflict of Interest Policy

Generally, a conflict of interest occurs when an employee engages in an activity which gives rise to private interests or personal considerations that may affect an employee's judgement or actions to the detriment of the Centre and can result in compromising the employee's ability to effectively perform his/her job.

It should also be noted that the perception that a conflict of interest does or may exist can be considered a conflict of interest where it affects a client's/parent's view of the employee's ability to do his/her job.

Employees may not engage in any outside work:

- a) that conflicts with their duties at NCCC
- b) which use their knowledge of confidential information of children, staff or parents
- c) that will, or is likely to, negatively influence or affect them in carrying out the duties of a staff member of NCCC

Please note: NCCC staff members are not permitted to provide any kind of private child care services for clients whose children are enrolled in NCCC.

Licensed Capacity

Effective July, 2017 NCCC is licensed for a maximum of 263 children as follows:

- 15 Toddlers
- 24 Preschool children
- 104 Full-Day Kindergarten children
- 120 School Age children

Actual enrolment in all programs will vary depending on circumstances.

Waiting List, Registration and Priority Sequences

Waiting List and Registration- Applications for enrolment are kept on file and maintained in the order of registration priority based on the date that the fully completed application was received by NCCC.

Applications will be accepted for children who reside within the Northlea School catchment area. When a spot is offered, proof of address may be required at the time of registration. For example, two pieces of identification that show your address, such as a phone bill.

For kindergarten and school age programs, the child must also be enrolled in Northlea Public School and we do not accept children who are bused to and from the school.

Priority Sequences - When a space becomes available within the child care, it is offered to children on the waiting list (if there is one) in accordance with the priority sequences described below. When there is no waiting list, spots are offered on a first-come, first-serve basis.

Note that in rare and exceptional circumstances NCCC reserves the right to deviate from the priority sequences and offers a space to child. Such circumstances are considered on a case-by-case basis at the discretion of the Board of Directors.

Priority Sequence: Toddler Program (all children must reside within the English Northlea School catchment area)

1. Siblings of children currently enrolled in an NCCC program
2. Children on the waiting list
3. Toddlers will remain in their program until September. If a space becomes available before September in the preschool room, the oldest child 30 months or older will be moved. This will be done at the discretion of the Director.

Priority Sequence: Preschool Program (all children must reside within the English Northlea School catchment area)

1. Children currently enrolled in the NCCC Toddler program (priority within this group is determined according to their original registration date with NCCC)
2. Siblings of children currently enrolled in a NCCC program
3. Children on the waiting list

Priority Sequence: Full-Day Kindergarten and School Age Programs - All children enrolled in JK must reside within the [English] Northlea School catchment area and are enrolled in Northlea School Full Day. We do not accept children who are bused to and from school.

1. Children currently enrolled in a NCCC program (priority within this group is determined according to their original registration date with NCCC)
2. Siblings of children currently enrolled in a NCCC child care program
3. Other children on the waiting list

Children in the Toddler, Preschool, Kindergarten and School Age programs will be sent an "are you returning" form in the spring in an effort to help us plan for the new school year. Failure to return the form may result in losing your child's spot. Please note, we still require 8 weeks' notice to withdraw a child.

Days and Hours of Operation

The child care operates from 7:30 a.m. to 6:00 p.m. Monday to Friday, with the following exceptions:

1. New Year's Day
2. Family Day
3. Good Friday
4. Easter Monday
5. Victoria Day
6. Canada Day
7. Civic Holiday (August)
8. The week before Labour Day
9. Labour Day
10. Thanksgiving Day
11. Christmas Eve (NCCC usually closes at 1 p.m., but may be closed for the full-day depending on the year and what day it falls on – advance notice is always provided to families)
12. Christmas Day
13. Boxing Day
14. The period between Christmas Day and New Year's Day
15. Any emergency closing by Northlea School (e.g. snow or ice storms)

Full-day care is available for all children registered in the Toddler, Preschool, Full-Day Kindergarten and School Age programs on Professional Activity (PA) days and during March Break.

Fees

Registration/Administration Fees

A fifty dollar (\$50.00) NON-REFUNDABLE administration fee is required upon the offer and acceptance of a spot with NCCC. A thirty dollar (\$30.00) administration fee is required with Summer Camp registration.

Last Month Deposit

At the time of registration, a void cheque with a signed Personal Preauthorized Debit Agreement (PAD) for monthly fee of the program must be provided. For the first month of a child's start date with us, we will charge first month, last month and \$50 administrative fees.

The last month deposit will be held by NCCC and will be applied towards the last month fee of the child's enrolment with NCCC.

Monthly Program Fees

All fees are to be paid by pre-authorized debit (PAD). Parents are required to complete a PAD agreement form, which for new parents will be provided at the time of enrolment.

NCCC reserves the right to raise program fees at the discretion of the Board of Directors. Fees are typically raised on an annual basis in September but may be adjusted in-year if required to cover unanticipated increases in operating costs. The fee schedule effective the following September is available as of July 1 every year.

Non-Sufficient Funds

Any pre-authorized debit that is returned by a financial institution for non-sufficient funds returned by a financial institution for non-sufficient funds, or any other reason, must be resubmitted in certified form along with a thirty dollar (\$30.00) service charge.

Late Fees

Children are to be picked up by 6:00 p.m. Parents who are late picking up their children, will be charged a late fee. See "Arrival and Pick up" section

Absences

There is no fee adjustment for a child's absence from the child care. Fees must continue to be paid during absence due to illness, vacation or other reasons.

Income Tax Receipts

Income tax receipts for the previous year's fees paid to NCCC will be issued before the end of February. All outstanding fees, service charges and/or penalties must be paid before receipts can be issued.

Admission Process

An orientation will be arranged to familiarize families and children with the surroundings, answer questions, and review the admission forms required prior to enrolment.

The following must be completed and received by NCCC prior to the first day your child attends NCCC:

- A complete medical form that indicates the child's immunization record, as required for licensing and Toronto Public Health.
- A registration information package completed with all NCCC consent forms.
- Personal Pre-Authorized Debit Agreement form
- Signed Parent Handbook acknowledgement form.

Withdrawal

In the event of the permanent withdrawal of a child from NCCC, **a minimum of eight-(8) weeks' notice of such withdrawal must be given**, in writing, to the Director. Failure to give this notice will result in forfeiture of the last month's prepaid fee, and the charge and collection of the balance.

In addition, a permanent space cannot be guaranteed and no priority placement given if you wish to temporarily withdraw your child from the program, for example, for summer months in the Preschool program. In this case, your child will be placed at the bottom of the waiting list for re-admission to the child care.

Absences, Drop-Off, Pick-Up and Attendance

Children depend upon regular routines for their own sense of security. We recommend that you establish fixed hours to pick-up and drop-off your child. To ensure continuity and smooth operation of planned activities for the day, we strongly advise that NCCC staff be informed of changes in a child's/family's schedule.

Absences:

If a child is going to be absent or late for any reason, NCCC should be notified as soon as possible (ideally before 9:00 a.m.) to help staff plan for the day's activities. Parents

of kindergarten and school age children must notify both NCCC and Northlea School's Safe Arrival of any absences.

It is important to inform NCCC as soon as possible about the type of illness a child has if an absence is due to illness. This will help staff to identify symptoms in other children in the child care with whom the child has come in contact. There is no fee adjustment for days on which a child is absent.

Staff members must be notified of a child's arrival in the morning. Similarly, staff members must be notified that a child is leaving. Parents or an authorized adult must sign their children in and out at drop-off and pick-up.

Drop- off:

- Toddler and preschool children should be dropped off in their respective rooms starting at 7:30 a.m.
- Children in Kindergarten can be dropped-off at the NCCC designated room prior to Kindergarten start time. The designated room for each child will be communicated via email before the beginning of the school year.
- School Age children should be dropped off at a NCCC designated room before 8:20 a.m. and in the playground at the back of the school after 8:20 a.m. (weather permitting).

Pick-up

- Toddler children get picked-up from the toddler room before 5:55 p.m.
- Preschool children get picked-up from the preschool room.
- If a child is being picked up by someone other than parents, NCCC should be notified each time through an email.
- Kindergarten and School Age children get picked up from designated rooms before 5:45 p.m. The children can be picked up from the Preschool room after 5:45 p.m.
- When picking up your child, if you have a sibling/other child(ren) with you, please ensure that both children are following NCCC policies and procedures, and that you are the one supervising the child that is not in our care.
- Any child picked up after 6:00 p.m. will be in the Preschool room.

Before the first day of school in September, NCCC will e-mail Kindergarten and School Age parents to advise them of before and after school drop-off and pick-up locations and procedures.

Attendance:

- NCCC maintains attendance records for all children.
- Parents or caregivers (an adult) **must sign their children in** with NCCC staff when they are dropped-off with the child care and **sign them out** when they are picked up.
- Parents are also encouraged to **verbally notify staff** that a child has arrived or is being picked up.

- Once the school day is in progress NCCC assumes that all NCCC kindergarten and school age children are attending classes and will be coming to NCCC after school unless we are informed otherwise by the parent, guardian or Northlea School staff.
- After school, when the bell rings at 3:30 p.m., kindergarten and school age children are dismissed by their Northlea School teachers. Northlea School teachers and staff are asked to notify child care staff if they are detaining NCCC children after dismissal (with parental approval).
- Parents of children who attend School's Extra-Curricular activities, need to fill out an **Extra-Curricular activity form** and submit it to NCCC. We will drop off and pick up the children from the activity.
- NCCC must be notified if a child is withdrawn from school during the day.

The following procedures are followed when a kindergarten or school age child is unaccounted after the dismissal bell:

- NCCC staff check with the child's Northlea Public School teacher to confirm attendance or whereabouts of the child.
- If the teacher is not available (or a supply teacher is present), NCCC staff will check the Northlea Public School attendance folders, sign out book and arrival information as necessary.
- NCCC staff will have the child paged within the school building to come to the NCCC meeting place.
- One NCCC staff will then do a physical scan of the outdoor and indoor area, including bathrooms for the child while the other NCCC staff members supervise the SA group.
- The missing child's parents are contacted to resolve any confusion regarding pick up information.
- If the child's parents confirm that the child is supposed to be with NCCC and the child has not been found, NCCC will then contact local police to report the missing child.
- NCCC will also make a call to the local police to report a missing child if, after searching the school and calling all contact numbers, NCCC staff are still not able to reach a parent or caregiver to confirm the child's whereabouts.
- NCCC is required to follow the NCCC serious occurrence policy and notify the Ministry of Education of the incident.

School Age Supervision

With written parental consent, children in Grades 1 and above are permitted to move in partners through Northlea Public School with the permission of the NCCC staff during child care hours. Children in Grade 1 will always be partnered with a child in Grade 2 or above.

School age children are also permitted to go into the school with the permission of a NCCC staff member to the bathrooms or for other approved purposes from the back playground in partners.

NCCC staff maintain supervision checks on the buddy system. The checks include having the children ask before leaving the group, recording partner movement, requiring the children check in upon their return and by following up on lengthy trips to the bathroom or for other purposes immediately.

Late Fee Procedures

NCCC closes at 6:00 p.m. if the child/ren's parent/guardian have not come to the room or the designated room, a late fee per child will be enforced by NCCC staff. The time of departure is what appears on the clock in the childcare room.

NCCC's late fee is \$1.00 per minute per child after 6:00 p.m. upon parent/guardian departure/pick-up, the parent/guardian and staff members on duty must sign a late form indicating the late departure time and the late fee that is owing.

NCCC also has a graduated late fee charge which is in place to deter habitual late parents. The purpose of this is to cease or minimize further late pick-ups. For the third late pick up in any one month, the parent/guardian will be charged a \$10.00 surcharge in addition to the fee of \$1.00 per minute per child.

It is expected that parent/guardian will telephone NCCC and inform staff of a late pick-up. The telephone call does not waive the late fees. It is highly encouraged that if a parent is unable to pick-up their child, an emergency contact designate be contacted by the parent for pick-up. Parents are expected to inform NCCC of the name of the individual who will be picking up the child/ren. Upon arrival of this individual, photo identification must be presented to the NCCC staff. If this results in a late pick-up, a fee will be enforced (as noted above).

If a child is present after 6:00 p.m. and no contact is made by the parent/guardian to NCCC by 7:00 p.m. and if NCCC staff are unable to make contact with the parent(s) or emergency contact individuals, the local police, and/or the Children's Aid Society will be contacted.

A late form will be completed upon late pick-up. This form outlines the child/ren's name, the date, the time the parent/guardian and child/ren are leaving the premises, the late fee charge, the parent's signature, staff member's signatures, payment amount, date received with parent/guardian and staff signatures.

Late fees are billed at the end of each month and will be withdrawn from the account authorized in pre-authorized debit account.

Personal Belongings

Clothing should be appropriate for physical activity, the weather and the season. For children in the Toddler, Preschool and Full-Day Kindergarten programs, a second set of

clothing must be kept at the child care in their bags. We strongly urge that all clothing be labelled with your child's name.

Children in toddler and preschool may bring a labelled favourite toy, blanket or other "comfort" item from home for quiet periods.

While staff is diligent in looking after each child's personal belongings, NCCC and Northlea Public School are not responsible for loss or damage to personal belongings brought to or left at NCCC.

Field Trips

As a part of our program, the children will occasionally (often during the summer months) go on special outings to places of interest. Parents will be notified of the excursion in advance. Parents who wish for their child to participate, are required to sign a Parent Consent Form for these outings. Parents are welcome to join in but must notify the Director in advance.

All parent volunteers must sign a copy of the volunteer guidelines, Volunteer Agreement and must have a clear Vulnerable Sector Police Reference Check within a year prior to volunteering. If parents do not want their child to participate in the planned excursions, they are required to make alternate arrangements for care. Children are expected to travel to and from the excursion on NCCC arranged transportation.

Weather Alerts and Extreme Weather Advisories

NCCC posts Toronto Public Health and weather advisories on the glass in the hallway by the main entrance to the child care. NCCC staff adapt outdoor play to accommodate the weather warnings and conditions.

Gross motor activities will be performed inside NCCC on days when outdoor play is not possible due to wet, unsafe or extreme weather.

Summer Weather Conditions

NCCC staff addresses summer weather conditions by modeling and requiring that all children wear hats and sunscreen. All parents are asked to apply a full coat of sunscreen to their child in the morning and to sign a permission to apply sunscreen form. NCCC provides extra sunscreen and staff will re-apply it throughout the day for Toddler, Preschool and Kindergarten children. School age children will be allowed to re-apply sunscreen for themselves throughout the day. School age children asked to bring their own sunscreen, however NCCC will provide sunscreen if they don't. Children are asked to bring their own hats.

Children enrolled in full-time programs go outside for two-hours every day, weather permitting. However, NCCC staff reserve the right to regulate and/or limit outdoor activity levels and playtime in the warmer months if necessary due to extreme heat, smog and UV warnings or advisories. These warnings and advisories are in place to help us maintain a safe outdoor activity time. NCCC staff remind the children to drink lots of water and make water and cups are available on the playground in the warmer months. NCCC also provides a balance of active and quiet, calm activities to accommodate for the heat. The children will remain indoors when the temperature is hotter than 25 Celsius with a combined humidex and smog warning, (temperatures are guidelines and are at the discretion of the Director).

Winter Weather Conditions

NCCC staff addresses winter weather conditions by modeling appropriate dress for the cold weather and ensuring that the children have appropriate outdoor attire on to keep warm. NCCC has a limited supply of spare winter clothing that children will be asked to wear if they need extra layers or dry clothes. NCCC staff assesses the playground surface conditions before outdoor playtimes. NCCC staff reserve the right to adjust and/or limit outdoor play times to account for icy or extremely cold conditions. All children enrolled in full-time programs go outside for two-hours every day, unless the winter conditions are deemed to be unsafe for the children by the staff of NCCC. The children will remain indoors when the temperature is colder than -15 Celsius (including wind-chill) (temperatures are guidelines and are at the discretion of the director)

Behaviour Guidance

NCCC has established a Behaviour Guidance policy which staff implement in order to maintain a positive and safe environment for the children. NCCC staff will manage the behaviour of the children attending NCCC in accordance with the CCEYA and the NCCC Behaviour Guidance Policy. Recognizing the need to address situations involving inappropriate and unmanageable behaviour, NCCC is committed to actions that preserve the self-esteem of the child. For further details, please request a copy of the Behaviour Guidance Policy from the Director.

Access, Equity and Human Rights Policy

NCCC strives to provide a secure, supportive and trusting environment in which children can develop and grow at their own pace. NCCC recognizes and respects diversity in appearance, culture, age, ability, race, ancestry, place of origin, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, same sex partner age, marital status, family status, immigration status, receipt of public assistance, political

affiliation, religious affiliation, level of literacy, language and social socio-economic status, in our school and the City of Toronto.

NCCC is committed to maintaining a working, caring and learning environment that:

- fosters respect for the dignity and well-being of each person
- provides an opportunity for all individuals to develop to their full potential
- is constructive in the pursuit of excellence
- ensures equitable access and outcomes for all persons

NCCC will strive to prevent and eliminate both individual and systematic forms of racial and ethno cultural mistreatment and harassment of its children, parents, staff, volunteers, students and any other persons involved with the Centre, in accordance with the Ontario Human Rights Code and the guidelines set out in this policy.

Duty to Report Suspected Child Abuse

NCCC staff members are bound by the *Child and Family Services Act* (C.F.S.A) to report any suspected child abuse. The criteria for reporting child abuse is defined in the C.F.S.A and reiterated in the NCCC Child Abuse Policy.

The child care professional's duty to report suspected child abuse overrides the provisions of any other provincial statute, specifically those provisions that would otherwise prohibit disclosure by a professional or official. (C.F.S.A.s 72 (7), (8) (e.g. CCEYA). Child Care professionals must report the suspected abuse directly to Children's Aid Society. A child care operator/supervisor/director is not permitted to provide advice to the individual before the report is made to the appropriate Children's Aid Society (CAS) (C.F.S.A.s 72(3).

The penalty imposed for failure to report a suspicion of child abuse emphasizes that the child's safety must take precedent over all other concerns, including confidentiality of information and all other provincial statutes. Any professional who fails to report their suspicion of a child's abuse is liable, upon conviction, to a fine of up to \$1000.00 (C.F.S.A.s.72 (5)(6) (6.1) (6.2)

According to the Act all persons in making a report of suspected child abuse to CAS are protected in law against civil action unless the person is proven to have acted maliciously or without reasonable grounds for the person's suspicion C.F.S.A. s72(7).

Contact information:

Children's Aid Society of Toronto: (416) 924-4646

Catholic Children's Aid Society: (416)395-1500

Jewish Family and Children Services of Toronto: (416)638-7800

Parent Conduct

NCCC strives to maintain a comfortable and positive environment for parents, children and staff. Parents are required to conduct themselves in a manner that maintains a positive atmosphere in their interaction with children, staff and other parents. It is necessary to use appropriate language and tone of voice even when addressing concerns at NCCC (the parking lot included). The Director and the Board of Directors will address issues regarding parent conduct.

Parents should address concerns regarding individual issues, issues with other children or program, related issues with the classroom staff, and the Director of NCCC. Then, they may contact a Board member to find out if their concern requires discussion or a decision at the Board level. Parents should not discipline children who are not their own and who are in the care of NCCC. Confidentiality is a priority at NCCC so the classroom staff or the Director may request a meeting away from the drop off/pick up area to ensure confidentiality is maintained. A Board member can be contacted by using the Board of Director email list see appendix A or by providing your concern in writing to the Director.

The process for addressing issues of parent conduct is as follows:

- The Director and/or a representative of the Board of Directors will speak with the parent involved and address the conduct that occurred.
- The Director and/or the Board of Directors will put in writing specific concerns regarding parent conduct.
- The Board of Directors will consider issues concerning parent conduct individually on a case by case basis. If the Board of Directors deems the conduct of a parent to be extreme or uncontrollable, the family may be asked to leave NCCC.

Acceptable Behaviour:

- Politeness and consideration for all people at all times
- Respect
- Kindness and empathy
- Solving conflicts and differences in a peaceful manner
- Positive communication and cooperation

Unacceptable Behaviour:

- Tease or bully
- Unwanted physical contact
- Use language that is hurtful, profane, or otherwise inappropriate
- Threaten to harm anyone
- Raise your voice and create an unwelcoming environment

Parent Involvement

Parents and caregivers are invited to become actively involved in NCCC. A supportive partnership between parents/caregivers and the child care will ensure the optimum quality care for each child in NCCC.

The following are ways in which parents can participate in their child's care and the ongoing operation of the corporation:

- An orientation to NCCC upon the child's enrolment
- Informal sharing of information about the child at the start or end of the day with staff
- Formal communications about the child's progress in scheduled parent-educator meetings
- Parents may arrange meetings to discuss their child by contacting the Director or program staff
- Written communication and resources provided through news briefs, notes sent home, notices posted throughout NCCC, and minutes of meetings of the NCCC Board of Directors (posted)
- Visits and participation from parents at any time throughout NCCC's hours of operation. Parents are encouraged to visit; however please check with the Director to ensure that the visit will be at an opportune time.
- Parent/educator meetings
- Fundraising events. e.g. NCCC BBQ in May/June each year
- Attendance at the Annual General Meeting, usually held in late November
- Participation on NCCC's Board of Directors. Each fall NCCC looks for volunteers to fill any upcoming vacant positions on the Board. If for some reasons a position becomes vacant during the year, a volunteer will be sought. Parents interested in serving on the Board are encouraged to contact any member of the current Board of Directors (see Appendix A) or the Director.

Illness

An ill child does not function well at school or in child care, and his/her presence may infect others. Please prepare for emergency care when your child is ill.

In accordance with the *CCEYA*, every child will be visually checked by a staff member to ensure that he/she is free of symptoms of ill health. The daily health check is necessary to prevent the spread of communicable diseases as well as to protect the ill child.

The Director or the staff designate has the authority to refuse to accept any child who, in the staff's opinion, is not fit to attend the child care that day. The parent or designated adult representative will be asked to take the child home or make other child care arrangements.

Similarly, if a child exhibits symptoms of ill health during the day and the staff feel the child is unfit to participate in the program, the parent or designated adult representative will be notified and asked to pick up him/her within a reasonable amount of time. The Director or staff designate must approve any other arrangements. An ill child will be isolated from other children until the parent or designated adult representative arrives.

Except for mild colds, a child with a communicable disease will not be admitted to the child care.

Our basic guideline is that a child should not be at NCCC if he/she exhibits any of the following:

1. A temperature of 38°C (100.4°F) or higher. If a child has been away or sent home from NCCC with a fever, he/she cannot return until his/her temperature has been normal for 24 hours. If a child develops a fever while at the child care, the parents or designated adult will be asked to take him/her home. Child cannot attend the following day.
2. Diarrhea: If a child has diarrhea, the child should not be at NCCC. If the child has diarrhea, the parents or designated adult will be asked to take him/her home. See the Ill Child Policy.
3. Vomiting
4. Unexplained rashes
5. Paleness, or flushed face, or constant crying
6. Yellow discharge from the eyes, crustiness around the eyes, puffy eyes or red eyes
7. Yellow nasal mucous
8. Lethargic, emotional or distraught behaviour that prevents the child from participating in daily activities and routines (including outdoor play)

These signs and symptoms are fairly obvious and indicate the child is ill. However, there are other times when it is difficult for a parent to determine if the child should be at the child care. A slight cold or the end of an illness are two examples. In such instances, a general guideline for determining whether the child is well enough to be at NCCC is this: if the child is too ill to participate in the outdoor part of the programme, the child is too ill to be at the child care. For further guidance, please call the Director.

There are other times when a child is not showing signs of a definite illness but yet is not able to handle the activity of the day. On such occasions, the Director or designate will decide whether the child should be taken home.

A doctor's note may be required for the child to be re-admitted NCCC at the discretion of the Director.

Communicable Diseases

If a child is suspected of having any communicable disease, alternate care arrangements must be made. If symptoms develop during the day, the parent or designated adult will

be asked to take the child home immediately. The child will be accepted back into NCCC only with a note from the doctor saying that the child's condition is no longer contagious.

Immunization Records

NCCC is required to maintain records of immunization for each child. These are checked annually by a Licensing representative or local medical officer of health as to whether all required immunizations have been given. Parents are therefore asked to maintain up-to-date immunization records for their children.

Medication

Parents should discuss with staff any requirements for medication administration at NCCC and sign a Medication form authorizing NCCC to administer such medication to their child. Any medication to be administered by staff must be prescribed by the child's physician. Prescriptions must be current and detailed. NCCC will only administer non-prescription medications with the written request by the child's physician. Only RECEs can administer medication. Please note that all medication must be in its original container.

Any diaper rash cream or Vaseline provided by a parent must be accompanied by a signed permission form.

Allergies

Parents are asked to inform the Director and staff of any allergies their child may have and what types of reactions to expect prior to starting at NCCC. In the event of anaphylaxis, parents are required to get form signed by their doctor prior to start date. Although we cannot change the environment of the child care, every effort possible will be made to minimize contact with the offending food or substance.

As exposure to nuts can produce severe allergic reaction in some children, NCCC is a designated nut-safe child care and uses no nuts or nut products in food preparation or craft activities. Therefore, parents are asked not to send foods, snacks or personal products containing nuts or nut products (including peanut butter, granola bars, M&M's, lip balm, or any products containing nut oils etc.) with their child to the child care.

All treats and snacks brought in by parents must be store bought and labelled nut free. An ingredient list must be attached to all treats. If treats contain nuts and traces of nuts, they will not be accepted by the NCCC staff. All treats and snacks must also be approved by the Director or designate prior to purchasing to ensure that all allergies in the centre are accounted for.

Lice

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NCCC is a lice and nit free environment. NCCC will conduct routine lice checks in all programs in an effort to reduce lice from spreading. In the event lice/nits are found in a child's hair, they will be removed from the program and parents will be asked to pick up their child. Upon return to the childcare, the NCCC Administration team will do another check of the child's hair.

Separation

At the time of registration, the parent and/or legal guardian (s) will inform NCCC of the specific custody/access arrangements, and will provide NCCC with a copy of any relevant legal documents, including the parent's agreement or court order (interim or permanent). Updated copies of the agreement must be provided to NCCC as soon as there are any variations to an agreement or court order are made. In the absence of a custody/access agreement or court order, the parent (s) and/or legal guardian (s) will provide a statement signed by both parent (s) and/or legal guardian (s) specifying the custody/access arrangements, and this statement may only be amended in writing (signed by both parents) or by court order.

Fire Drills and Emergency Procedures

Fire drills are held at once a month at NCCC. Staff and children carry out the drill by leaving the building even in the winter months. Staff are informed of procedures to follow in case of fire and instructions are posted in each room of the child care.

Should an evacuation of NCCC ever be necessary, the Director and staff will take the children to the **Holland-Bloorview Kids Rehabilitation Hospital** located at 150 Kilgour Rd. for temporary shelter. Parents will be contacted as soon as possible.

Accidents and Injuries

In the case of serious accidents such as the loss of consciousness after a fall or excessive loss of blood from a cut, the staff will take the child by ambulance to the hospital designated by the ambulance. A parent or designate will be called as soon as possible.

In the case of less serious accidents, such as scrapes or bumps, the staff will give minor first aid treatment and will complete an injury report for discussion with the parents if required. A copy of the signed injury report will be given to the parent.

It is NCCC's policy to ensure all staff have valid certifications in first aid and CPR (Level C)

Parking

Many parents will arrive by car to drop their child off at NCCC. A very limited number of parking spots are available in the North lot and demand for spots is extremely high during peak drop-off and pick-up times (i.e. between 8:00-8:30 a.m. and 4:30-5:30 p.m.).

Parking in the North lot is strictly limited to **10 MINUTES** and drivers are encouraged to back-in to spots in order to maximize their view of pedestrians and children who may be walking through the lot.

There is also parking for drop-off and pick-up in the school lot to the East after school hours. If you anticipate staying at NCCC for any length of time, we strongly recommend that you park in designated areas along adjacent streets.

Parking in the NCCC roadway or in front of the gates may result in a fine or the car being towed away.

No Parking in Fire Lane and no parking in the Handicapped Spot (unless you have a handicap permit).

Meals

No nuts or nut products are served at NCCC. Any outside food brought into NCCC must be store bought and nut-free.

Toddler/Pre-school

Children are served a nutritious catered lunch, plus two (2) snacks. The menu is prepared in advance and copies are available. If your child has any food allergies or special diet requirements, please be sure to inform our staff in writing. We will gladly arrange to make the necessary substitutions.

All meals, snacks, and beverages meet the recommendations set out by Canada's Food Guide and the guidelines set forth by the CCEYA.

Full-Day Kindergarten and School Age:

Children will be served one snack before and after school. Parents are responsible for ensuring that their child brings a lunch and snacks for during school.

Specialized Services:

NCCC has the ability to access specialized services and resources to assist with meeting the individual needs of a child through Toronto Children's Services and Community Living if necessary.

If a parent or guardian raises a potential need for specialized services, the following practices are followed:

- the staff and/or Director will meet with the parent(s)/guardian(s) to listen to concerns or questions and offer literature or help to develop program goals for the child.
- NCCC staff and/or Director may record observations of the child's development to follow up on the concerns and questions voiced
- program goals may be reviewed with the parent(s)/guardian(s) within a time frame designed to address the individual circumstance.

If NCCC staff are concerned that a child may not be meeting developmental milestones, the NCCC staff member will, in consultation with the Director:

- speak to the parent(s)/guardian(s) of the child regarding the observations and concerns
- design interim program goals to address the staff and/or Director concerns.
- share updates and information with the parent(s)/guardian(s) within a time frame designed to address the individual circumstances.

If after the above steps are taken, it is agreed by the parent(s)/guardian(s) and Director that an external resource should be consulted, the following practices are followed:

- a consent form would be presented to the parent(s)/guardian(s) of the child to have a Toronto Children's Services and Community Living-approved resource staff become involved.
- parent(s)/guardians) provide consent (no action can be taken without consent)
- the services are typically provided to NCCC at no cost however any charges are the responsibility of the parent(s)/guardian(s).

Mission Statement

Northlea Community Child Care ("NCCC" or the "Centre") believes that children are competent, capable, and curious and have great potential. NCCC supports positive and responsive interactions among the children, parents, and staff.

Enhanced learning experiences are an integral part of NCCC daily curriculum and cannot be accomplished without ongoing collaboration and communication between the families, and child care regarding their child's progress and their daily life at child care. We welcome ongoing discussions with parents and educators regarding their child's progress and their daily life at child care.

NCCC implements the CCEYA, HDLH, and ELECT Framework to create learning opportunities for the children in our care.

Scope: Front line staff, Administrative staff, parents, children, and Board of Directors

Philosophy statement

NCCC strives to achieve an inclusive enriched environment, which honours and respects all children's beliefs, culture, language, and experiences acquired from their family and community. NCCC achieves inclusiveness through the implementation of a play-based curriculum in both indoor and outdoor environments. Our curriculum is designed to foster the health and well-being of the children in our care. We are committed to the belief that children learn to care about other people, understand others' feelings, cooperate and share, to express their opinions, resolve conflicts, develop self-confidence, self-worth, and self-regulation through the provision of enhanced play-based learning opportunities based upon observed needs and interests of the children.

Our teachers provide learning opportunities which use the child's needs and interests to provide skill development and further the child's interest/knowledge based on the activity/area of interest. Learning opportunities occur through the use observations and higher conversations with the children in our care.

With the support of the parents and administrative staff, our frontline staff strive to provide a positive nurturing environment in which children's play is fostered through exploration and inquiry. Children learn about themselves, their peers and the world in which they live through investigation and exploration, art, drama, music, and social interactions. It is the teacher's role to facilitate the children's learning experiences based upon their needs and interests while providing opportunity for each child to advance their knowledge and broaden their interest of the topic/or address an identified need.

Terminology/Definitions:

Play based learning: Children learn best through exploration and hands on experiences.

Higher conversations: Uncovering the level of understanding of the children through the use of Who, What, When Where, Why, and How when seeking to understand the interest of the child. (e.g. where did you learn how to do that, who showed you how to do this? etc.)

Learning experiences: Observed and documented interests of children that provide direction for program curriculum.

Enhanced Learning experiences: Providing materials and resources that further the interests of children (e.g. Books, craft materials, etc.)

Interactive Supervision: Participating within an activity area to meet the needs of the children within the play area and provide the needed support and guidance within the moment.

Collaboration: The act of involving parents, children, room partners, outside resources to provide learning experiences within a program.

Observations: Making use of observed actions or interests to provide direction to curriculum provided to children.

Documentation: Recording areas of interest and conversations had with children to identify children's interests, and provide future direction within the program.

ELECT Framework: Early Learning for Every Child Today. Evidence based outline designed to support the ability of front line teachers to demonstrate positive learning outcomes within their curriculum and provide future direction for learning within the program.

How Does Learning Happen (HDLH)

CCEYA: Formerly known as the Day Nurseries Act, the Childcare Early Years Act provides child cares with expectations/guidelines (e.g. Staff student ratios, inclusive practices, etc.)

Embedded learning opportunities: The act of incorporating skill development into the learning environment (e.g. Speech/language development in dramatic play area).

Our Strategies:

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 happen 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

Plans of Action for our Programs

NCCC's action plan is designed to support the Centre's mission statement and philosophy. The action plan is based on the City of Toronto's quality assessment document AQI that all non-profit centres are required to adhere to. The Plans of Action listed below are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education.

1) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviour and promotes general well-being. "A Safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p.30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations.

2) An intentional plan for learning experience that children will be exposed to, promotes the ongoing learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years' curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. In support of this, we will prepare a program plan to meet or exceed the expectations.

3) Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. Educators consider their own practices and approaches and the impacts they have on children and families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health and well-being" (HDLH, p. 19). In support of this, we will undertake to deliver learning experiences to meet or exceed the expectations.

4) A visual environment created through displays that are inclusive and are changed regularly to reflect recent interests and artwork created by the children promotes well-

being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p.35). In support of this, we will create a visual environment through displays to meet or exceed expectations.

5) Materials reflecting sensory, science and nature encourages children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity- active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them." In support of this, we will include sensory, science and nature in our daily program to meet or exceed expectations.

6) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the daily schedule and children's interests allow for time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42). In support of this, we will provide art activities to meet or exceed the expectations.

7) Meaningful conversation between educators and children provides opportunities for language and literacy enhancement. Children are able to retell stories and situations with acceptable props, thus providing opportunities to enhance storytelling experiences and language development. "Programs can best support emerging literacy skills by providing open ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language and literacy materials and a program that utilizes these to meet or exceed the expectations.

8) By exposing children to an assortment of cultural music and musical instruments, staff promote skills such as language development, rhythm awareness, self-regulation and self-concept. "Creating and designing fuse together the cognitive, emotional, and physical domains- thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem solving-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p.42). In support of this, we will provide music and accessories and program that utilizes these to meet or exceed the expectations.

9) We promote daily physical activities for children to enhance children's gross motor and encourage active life. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, p.29-30). In support of this, we deliver physical play learning experiences that meet or exceed expectations.

10) Offer children daily experiences with a multitude of mathematical/geometric materials and accessories. Offer play that develops spatial awareness, manipulation of 2-D and 3-D materials and problem solving. Building with blocks offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply to their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer Cognitive and Manipulative, Blocks and Construction materials, and programs that meet or exceed the expectations.

11) Pretend play is an opportunity to enhance children's abstract thinking, imaginative and cooperative play. Children enhance their social interactions, emotional development and language extension through open-ended play. Mirrors in the pretend area allow the children to see themselves from a different perspective. "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH p.24). In support of this, we will offer pretend play by providing accessories, environment, and program to meet or exceed the expectations.

12) Following the individual cues of the children, and developing an awareness of what each child brings and how they adapt to situations and environments allow us to provide the care and learning that best respects and reflects their needs. "Gaining knowledge about children from multiple perspectives helps educators ensure that programs also value the unique and diverse characteristics of the children's families and the communities in which they live. It's not a "one size fits all" approach (HDLH, p. 18). In support of this, we will develop an individual schedule for each child based on their needs and strengths to meet or exceed the expectations.

13) Compliance with Regional Health Procedure and practices. To ensure this, we will provide physical, instructional, and early learning and care supports for staff for diapering/toileting routines to meet or exceed the expectations.

14) Make food and eating time a positive learning experiences for children that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and enjoy their eating time. Use this time to engage and develop relationships with all the children. In support of this, we will meet or exceed the expectations.

15) Ensure crib or cot bedding is hygienically maintained. Support staff to show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. Pay attention to how we are meeting the needs of the children and what changes need to occur if we are not. In support of this, we will meet or exceed the expectations.

16) Ensure all materials, play equipment, furnishings, and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will meet or exceed the expectations.

17) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this, we will meet or exceed the expectations.

18) Transitions are a challenging for children. Staff will have better awareness of the individual child's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations.

19) Ensure all adults promote positive and supportive approach to all interactions with all children, peers and other adults in the room. Role model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging." (HDLH, p.36). In support of this, we will meet or exceed the expectations.

20) Each staff operates as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations.

21) Support staff in their competencies as professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, problem solve, make meaningful choices, and act spontaneously though play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn." (HDLH, p. 35). In support of this, we will meet or exceed the expectations.

22) Meaningful interaction between educators and children about children's feelings and expressing them in an acceptable manner fosters self-esteem in children. It also

supports the children in regulating their emotions and develop empathy for others. “Studies show that when educators modelled and helped children express feelings, recognize others’ feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours.” (HDLH, p. 24-25). In support of this, we will meet or exceed the expectations.

23) Promote use of developmentally appropriate and individually tailored strategies to support behaviour guidance of the children. “An approach that emphasizes listening, responding to, and building on child initiated communication can be a more effective way to promote children’s language acquisition and their development of social skills, empathetic understanding, and the ability to pay attention” (HDLH, p.41). In support of this, we will meet or exceed the expectations.

24) Support staff to use their observations, past knowledge, and cues of the children to extend learning and encourage opportunities and support the child’s learning path; through encouraging the children to ask questions, problem solve and experiment. “When educators are aware and able to understand and respond to the many languages children use to communicate, they give every child a voice” (HDLH, p. 41). In support of this, we will meet or exceed the expectations.

25) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations.

26) Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children’s well-being and through sport; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Gross motor toys/equipment are in good condition and accessible to children. “Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them” (HDLH, p. 19). In support of this, we will meet or exceed the expectations.

27) Ensure collaboration with local community partners. “Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things.” (HDLH, p.19). In support of this, we will meet or exceed the expectation.

28) Support staff in continuous growth and professional learning. Research, theory and practice suggest that one of the things important to achieve a high quality program is “Provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth”. In support of this, we ensure our educators attend on going trainings/workshops.

Our Practice

The following practices implement, monitor, and evaluate action plans and continually improve our performance.

As educators who deliver high-quality early years programs, we know that we are never done. Our commitment to continuous improvement will be achieved by policies and practices that embrace the program statement.

1. All new staff on hiring, and all existing staff (annually) will acknowledge and review:
 - a. This program statement document
 - b. 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 for each program.
4. During monthly staff meeting, we always include agenda items to discuss plan/s to improve of our programs.
5. Undertake quarterly management/board meetings. Always include agenda item to discuss performance against the program statement and plan for improvement for next period.
6. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period.
7. Share performance outcomes and goals review with Board/Management and document and incorporate their feedback.
8. 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.
9. Budget a professional development investment for each staff will align with the professional development and the program statement needs.
10. 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 self-assessment with an example of each and identify goals for improvement for the next year.

NCCC Prohibited Practices

- Corporal punishment of the child
- Physical restraint of the child, such as confining the child to a chair or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone

else, and is used as only the last resort and only until a risk of injury is no longer imminent

- Locking the exits of the child care Centre for the purpose of confining the child, or confining the child in an area or room without adult supervision
- Use of harsh or degrading measures or threats or use of derogatory language directed at/or used directed at or used in the presence of a child that would humiliate, shame or frighten the child or under mind his/her self-respect, dignity or self-worth
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding
- Inflicting any bodily harm on children including making children eat or drink against their will

**NORTHLEA COMMUNITY CHILD CARE
APPENDIX A- NCCC BOARD OF DIRECTORS 2018-2019**

Robert Bornstein	President
Lina Ciaccia	Vice President
Sarah Tat	Treasurer
Jen Kinryns	Secretary
Jess Allen	Member at Large
Jeff Walker	Member at Large
Jonathan Jacobs	Member at Large
Michelle Schobert	Member at Large
Adrian Wong	Member at Large
Gillian Kuriyan	Member at Large
Darius Braziunas	Member at Large

NORTHLEA COMMUNITY CHILD CARE

PARENTS ISSUES AND CONCERNS POLICY

POLICY INFORMATION

Development Date	January 2018
Revision Date	
Approval Date	
Next Review	January 2019
President, Board of Directors	Kara Beitel
NCCC Director	Ruby Moayer

NCCC STATEMENT OF PHILOSOPHY

Northlea Community Child Care (NCCC) is committed to providing a well-rounded program that extends beyond the classroom and out into the community.

POLICY STATEMENT

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

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. 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 by NCCC and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 5 business days. The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of 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 Director.

Concerns about the Suspected Abuse or Neglect of a child

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

If a 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*.

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff 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"> - the Director. 	<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 30 days. <p>Document the issues/concerns in detail. Documentation should include:</p> <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; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</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"> - the Director. 	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 5 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Staff-, Duty parent-, Supervisor-, 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"> - the Director. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 5 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff in responding to issue/concern:
Student- / Volunteer- Related	Raise the issue or concern to <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or <ul style="list-style-type: none"> - the Director. All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

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

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.

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- (c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

- (a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

Disclaimer: This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel