



A school made for success!

Parent Handbook

Revised: January 2022

Welcome to Together We Grow Learning & Childcare Centre !

Together We Grow offers much more than traditional child care. You'll notice this as soon as you enter our facilities and see our age-appropriate classrooms where we encourage children to develop their sensory, gross-motor, fine motor, dramatic, literacy, and cognitive skills.

You'll meet our friendly and dedicated team of child-care professionals who share a vocation for helping children reach their potential. You might also ask about what Together We Grow does to ensure your child's safety.

Come and visit us at Together We Grow and see why we are the best early education centre for your child.

Child Care and Early Years Act (CCEYA) 2014, Adherence

The ministry licenses all programs operated by Together We Grow's programs annually. The Child Care and Early Years Act, 2014 (CCEYA) which has replaced the Day Nurseries Act (DNA) identifies the legislative requirements for obtaining and keeping a license to operate a licensed centre. The CCEYA also outlines the consequences to operators, if the CCEYA is contravened. Included are legislative requirements in the areas of: staffing, program, premises, playground, nutrition and health. A program advisor from the Ministry inspects centres for annual renewals of this license and may make periodic visits. Together We Grow programs are committed to meeting and exceeding all legislative requirements of the Child Care and Early Years Act, 2014. A copy of this legislation is in the Director's office at all times. Anyone is welcome to review this document.

Program Statement

TOGETHER WE GROW'S PROGRAM STATEMENT & PHILOSOPHY

Together We Grow Learning and Childcare Centre is truthfully a place where learning and fun become one. We believe that if children are having fun and are actively encouraged and well supervised, learning takes care of itself. Studies have found that children are more likely to retain information learned when they are engaged in an enjoyable and meaningful activity, and that's what Together We Grow Learning and Childcare Centre is all about. Our childcare programs and preschool curriculums integrate a wealth of intriguing and engaging learning activities that stimulate brain development in children.

Together We Grow Learning and Childcare Centre provides a program, using *How Does Learning Happen?* Ontario's Pedagogy for the Early Years (2014) as the guiding document under the Child Care and Early Years Act, 2014.

Together We Grow Learning and Childcare Centre will use these guidelines that address each child's need for fun, creativity, active play, communication skills, expression, engagement, belonging, problem-solving and decision-making skills, cognitive growth, social interaction, rest, well-being and nutrition. We make each day a happy learning experience for your child by including opportunities for socialization, group play, reading, and arts & crafts.

We strive to be organized around the foundations of belonging, well-being, engagement and expression in children where the goals and expectations integrate the six guiding principles of ELECT (Early Learning for Every Child Today). Together We Grow Learning and Childcare Centre program is consistent with the Ministry of Education policies, pedagogy and curriculum and reference the following documents for programming:

- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- Ontario Early Years Framework
- Ontario Early Learning Framework
- Think, Feel, Act Lessons from Research About Young Children

Together We Grow Learning and Childcare Centre views children as competent individuals, capable of complex thinking, curious and rich in potential and we will value and build on their strengths and abilities. We will encourage the children to interact and communicate in a positive way and support their ability to self-regulate. Our programming will allow children to realize their full potential by indulging their capabilities and curiosities. They can try new things and explore new ideas, all while learning and developing at their own pace.

Our physical set-up meets a child's need to become independent and self-reliant by allowing free choice of play materials, and with the exception of routines, free use of these materials within limits. Materials consist of objects that can encourage representation and allow children to gain awareness of the world around them. Tables, toy shelves, toilets, etc. are all at the child's level. The children are encouraged to be self-reliant in routines such as dressing, toileting, washing, eating, and tidying up their play items. Lunch happens in a family setting where children and adults can have conversations and children have the ability to explore independence. An adult is available for assistance when needed, but the child is made to feel responsible for the job at hand.

The Initiative, Imagination, and Courage to Face the Situation:

The creative part of the program is planned to meet a child's need to develop initiative, imagination and the courage to face situations. The child is given no set patterns to follow when working with paint, paper, play-dough, markers, or any creative media; the children may use these materials the way they wish. Creative materials are always available and children are encouraged to explore freely at different times of the day.

Dramatic toys (home centre, blocks, puppets, etc.) stimulate the child's imagination. Using these toys, the child enjoys role-playing, building houses, roads, etc. No one tells him/her what to construct. Children are encouraged to take on other roles and use the materials to represent what they see in the world. Children are provided with materials that can spark interest and encourage ideas to be extended and enriched. In our dramatic centre's we have clothing, pots, pans, utensils, bags, and other household materials to encourage children to represent their play and continue to take on other roles. These materials change based on the children's interests and developmental needs.

In the block area, children are not just learning about building towers, we encourage children to explore properties of measurement, numeration, and probability. With our integrated play-based philosophy, children are learning concepts that reflect on high order thinking and problem solving strategies. With scaffolding and adult support, children can explore properties that can extend and enrich their individual interests (measuring their bodies with non-standard materials and comparing to standard forms of measurement).

We provide an environment that allows children to explore their surroundings and fosters curiosity. Our outdoor play space is available as an extension of our rooms and can be used as an alternate play space if ratio allows, in addition to our regular outdoor play times. In addition to an environment conducive to play-based learning, Together We Grow Learning and Childcare Centre provides a safe, caring and healthy environment for our children. We strive to ensure that children feel they belong, making friends and interacting with their teachers. We provide activities that foster ideas of belonging. These activities are based on diversity and encourage cultural exploration. We do this through storytelling, music, hands on planned activities and special field trips or visitors.

We understand that each child's development differs and that factors such as family, community and life experiences influence it. In each case, we aim to integrate all areas of the child's development into our program in an all-inclusive way.

Our goals for children, consistent with the Ministry of Education pedagogy, include the following:

- Every child has a sense of belonging when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health and well-being.
- Every child is an active and engaged learner who explores the world with body, mind and senses.
- Every child is a capable communicator who expresses himself or herself in many ways.

To foster learning and support children's interests, Together We Grow Learning and Childcare Centre offers a variety of daily activities such as language and physical, literacy, numeracy, music, outdoor play, science, nature, rest time, blocks (fine motor and gross motor) and creative arts.

Our programs are intended to:

- Encourage children to interact and communicate in a positive way and support their ability to self-regulate.
- Foster children's exploration, play and inquiry.
- Provide child-initiated and adult-supported experiences.
- Offer opportunities to create relationships with others in the program.

Health & Safety, Nutrition and Well-Being of Children

We know that the early years set the foundation for children's health and well-being.

- The brain's architecture is shaped by a child's interactions and relationships with parents and other significant people in their lives.
- Early brain development is stimulated through experiences and interactions with responsive adults.

We understand that the first step in establishing and nurturing health, safety and well-being for children in our programs is through the connections they make with the program staff, volunteers and students on placements. Here are some other specific ways to promote well-being in our programs;

Health and Safety – as a licensed childcare operator, Together We Grow Learning and Childcare Centre strives to meet and exceed all health and safety requirements of the Ministry of Education and local government by-laws. Information is posted outside our classrooms on our “Parent Board” and others (i.e. Anaphylaxis Policy) are provided in our Parent Handbook. You can also speak to our program staff at any time to view our complete illness policy and procedures. Together We Grow Learning and Childcare Centre complete thorough health and safety checks of the indoor and outdoor spaces daily.

Children have a rest period after lunch, if they opt to sleep, they may have quiet time.

Nutrition – Together We Grow Learning and Childcare Centre starts their day with a healthy morning snack. Our centre has a chef on site that prepares morning snack, lunch and afternoon snacks daily. Our menus that are on a 4 week rotation are posted on the Parent Board in the main foyer of the centre. Our chef also follows our Allergies/Food Restrictions List which to accommodate children with Anaphylactic allergies, dietary and religious food requirements for children in our program.

A sense of Closeness and Belonging – Together We Grow Learning and Childcare Centre staff and educators are consistent and gentle. Each child is given individual attention during the day and special attention should he/she need it. Each group is comprised of children of his/her own age plus those a little younger or a little older but developmentally at the same stage. Our caring staff will always make your child feel comfortable and valued. We support positive, responsive interactions between children, parents and educators.

Relationships Among Children, Families, Staff and Community Partners

Together We Grow Learning and Childcare Centre works with families and children as a team. We foster collaborative and co-operative relations between children and adults. We believe that relationship of trust is the basis of a good foundation. Parents and educators need to work together in order for the children to meet their maximum potential. We promote a sense of belonging for children and their families in our programs. We do this by modeling positive communication and joint partnership with families. We use daily log books and daily feedbacks. Staff model appropriate ways to resolve conflicts, encourage problem solving strategies and develop responsibility while expanding social skills. In time, children will develop these skills and be better equipped to deal with daily conflicts independently and allow children to be self-reliant and capable. Together We Grow Learning and Childcare

Centre is committed to working collaboratively with all of our community partners to meet the best interest of the children and their families.

Positive Self-Expression, Communication and Self-Regulation

Together We Grow Learning and Childcare Centre inclusive programming leads to children's sense of belonging. Progressive learning environments and practices, focused on play-based learning, encourage children's self-expression, communication, self-regulation and their ability to deal with stress. As they learn how to remain and return to a state of calm in stressful situations, they are best able to control their emotions, pay attention, ignore distractions and understand the consequences of their actions. Staff model best practices and foster an awareness of their own ability to self-regulate their emotions.

In our inclusive learning environments, we welcome children of all abilities. Respect for diversity, equity and inclusion is vital for optimal development and learning. Here are some ways in which we create an inclusive environment in our programs:

- Recognize each child as having equal rights to participate in program activities, trips and events
- Recognize and respect the unique qualities of each child and family, including ancestry, culture, ethnicity, race, language, gender, gender identity, sexual orientation, religion, socio-economic status, family environment, and developmental abilities and needs.
- Create strategies that value the culture and first language of all children.
- Establish programming strategies to foster an inclusive learning environment in which every child can participate.
- View the diversity of children and families as an asset, and plan programs to reflect differences and enrich the environment.

Our programs focus on active play-based learning as the way that children naturally learn best. It is their natural response to the environment around them. When children are manipulating objects, acting out roles, or experimenting with different materials, they are engaged in learning through play. Play allows them to actively construct, challenge, and expand their own understandings through making connections to prior experiences, thereby opening the door to new learning. Intentional play-based learning enables children to investigate, ask questions, solve problems and engage in critical thinking. Play is responsive to each child's unique learning style and capitalizes on his or her innate curiosity and creativity.

Trust in the World and People

Our staff meet the children's needs to develop and build continued trust as they build relationships with peers and adults. Our staff is cheerful and happy to see the children and families each day, they are consistent and reliable. Each staff follows the same principals and supports the daily drop off that is so valuable and important for the children's emotional and social sense of belonging. The day is conducted in a familiar pattern. Everything is planned following the child's lead and interest.

If this is the child's first experience away from home, he/she will find it to be an extension of their home.

Self-Worth Encouraging Each Child to Reach their Maximum Potential

Each child is an individual and treated as such. The classroom groups and teacher to student ratio is small enough so no child is overlooked. The child is not rushed into an activity for which he/she may be unprepared. Routines are conducted by guiding small numbers of children from one activity to another; the child accomplishes each task at his/her own pace. At the end of each day, the child leaves Together We Grow Learning and Childcare Centre with a feeling of satisfaction and accomplishment.

Growing in Language and Cognitive Skills

The program focuses on play-based learning where learning happens when children manipulate, explore and experiment. Purposeful play-based learning enables children to investigate, ask questions, solve problems, and engage in critical thinking. Play is responsive to each child's unique learning style and capitalized on his or her instinctive curiosity and vision. Our plans are developed over a period of a week or two and planned to coincide with the interests of the children.

Puzzles used for spatial concepts, matching, sorting, seriation, and counting games are provided. Science concepts are taught and a science centre is set up. Books are available. Stories, poems, songs, games and finger plays are used daily for language development.

Children articulate their ideas and use different languages to express them.

Together We Grow Learning and Childcare Centre respects, fosters, responds, supports and includes different cultures and languages. In our inclusive learning environments, we

welcome children of all abilities. Inclusive learning environment in our programs is implemented by:

- Acknowledging diversity and valuing the culture and first language of all children
- Environment that is accessible to each child
- Recognize each child as unique and working with the families around their developmental needs

Outdoor Activities

Each day, weather permitting, each child enjoys two hours of outdoor activity unless a physician advises otherwise in writing. Learning to run, jump, climb and take turns is a healthy way to participate in group activities while developing coordination and strength. Planned activities are available as an extension of the indoor play space. Indoor materials are brought outside to enrich and extend learning.

Parent Engagement and Communication

Together We Grow Learning and Childcare Centre encourage and practices open communication with the families. We aim to foster outreach, engagement and communication with families about our program and their children's learning experiences. Communication books with learning stories are available daily in our centre. Sharing knowledge is integral to the success of your child. Respect, empathy, trust and honesty are core values in all our interactions with families. In addition to the daily interaction with program staff, we offer many opportunities for parent feedback and involvement; such as surveys, monthly newsletters, parent-teacher conferences offered as needed, and weekly parent communication board. We use parent input to improve our programs and services. The partnerships with the families supports our program in many ways:

- Helps meet the child's needs as families know their children best, and are the first and most powerful influence on learning and development.
- Building a powerful relationship by understanding family structures, values, language and their culture.

Community Partners

Together We Grow Learning and Childcare is committed to involving and engaging local community partners in supporting children, families and staff.

Resource Staff from Early Intervention Services of York Region, York Region Preschool Speech & Language, E.R.I.K., Sick Kids, Ontario Ministry of Education, and Blue Hills Child and Family Centre will assist, as necessary, in setting up and maintaining an appropriate program for each child with a special need.

Together We Grow Learning and Childcare supports volunteers and students from the community and provides placement, training, learning opportunities and practical work experience, in the areas of programming and management. Volunteers and students on placement enhance the high-quality care and individual attention given to the children in the programs.

Supporting Staff in Continuous Professional Learning

Together We Grow Learning and Childcare is committed to hiring, training and fairly compensating staff. We hire staff who have a positive and sensitive attitude towards children. Our non-discriminatory hiring practices provide individuals of all backgrounds the opportunity for employment. We believe that everyone has worth and value, and all staff are entitled to be respected, supported and treated fairly.

Together We Grow Learning and Childcare staff foster children's inquiry and creativity. Staff plan on a daily basis based on the observations that they make on children's interests. In this way, learning is extended, leading to deeper investigation with materials and the environment. Staff plan for and create positive learning environment's and experiences in which each child's learning and development will be supported.

Through positive adult-child interactions, Together We Grow Learning and Childcare staff work closely with children to extend their learning by encouraging children to build upon their existing knowledge. Together We Grow Learning and Childcare staff develop an intentionally planned program that supports early learning.

At Together We Grow Learning and Childcare, we believe that knowledgeable and responsive early educators:

- Recognize that responding to the unique abilities, needs, and characteristics of each child, family, and community is central to supporting learning and development.
- Engage with children as co-learners as they explore their environments.
- Provoke children's thinking, create meaningful programs, and guide interactions with children and their families.

- Use a warm and positive approach to support children's developing ability to express emotions and take other perspectives.
- Know when to stand back and observe and when to enter children's play to stimulate thinking.
- Make a commitment to build self-awareness, regularly reflect on practices and engage in new learning experiences, both individually and with colleagues.

Formal professional learning is vital, but we also know that the most central professional growth happens day-to-day, as our staff co-learn with children and each other as self-reflective professionals.

All other program staff complete a specific training program designed by Together We Grow Learning and Childcare and approved by the Ministry of Education. All program staff attend mandatory bi-monthly professional learning meetings and receive training on an ongoing basis.

Documenting and Reviewing the Impact of Together We Grow Learning and Childcare Learning Program

At Together We Grow Learning and Childcare, we understand that pedagogical documentation is a way for our program staff to learn about how children think and learn.

Our staff make daily observations of children in the program and use this information to inform their future planning. Our intention is to move beyond reporting of children's behaviour, in order to find meaning in what children do and experience. The purpose of our documentation is also:

A way to value children's experiences and help them to reflect back on those experiences and what they have been learning.

An opportunity to make children's learning and understanding of the world visible – to themselves, to other children, to their parents and other families, to the program staff.

- A way to reflect on developmental growth over a period of time.
- A process for program staff to co-plan with children about learning.
- A dialogue with families about children's experiences and an invitation for parents to add their own documentation about their children's learning.
- A self-reflection opportunity for program staff, as they participate in continuous professional learning.

Programs

Children are born smart and intelligent. That intelligence needs nurturing. At Together We Grow children will be able to build meaningful relationships with one another, express themselves and use inter-active learning to build their wonderful gifts and develop their talents.

In our classrooms children will have ample opportunity to explore and investigate their gifts and talents. These experiences will be supplemented with large and small group activities that give children the tools they need to grow and develop.

Central to all activities on the curriculum of Together We Grow is our time table. Class time tables are an itinerary for the day. They include: breakfast time, washroom time, lunch time, 2 hours nap time, snack time, program time, free play time and outdoor play time. We follow this timetable every day because it provides for consistency and stability in the lives of the children. It also teaches them how to be organized.

Together We Grow staff will plan developmentally appropriate activities that enable them to meet their goals. In this manner, the children are allowed to progress at their own pace and rhythm, according to their capabilities, learning rates, styles, and personalities, which will inspire them to learn with confidence. This is also beneficial because not all areas develop at the same rate, even within the same child.

Together We Grow program schedules activities to cover all the different domains of the learning. For example, a sensory activity to specifically develop fine motor skills or a dramatic activity to work on developing their problem solving skills and imagination. Because, the objectives for each activity or goal are stated as observable behaviour we can measure the children's progress and the abilities learnt during each new activity.

Finally, goals are set not only for the children. They are also set for parents and teachers. The goals for each of these three groups, although different, are integrated and will always be implemented with the children in mind.

Your responsibilities:

It is the Parents' responsibility to provide diapers, wipes, and creams. These must be clearly labeled with the child's name.

Programs by Age

Infants

Infants need a place of warmth and caring. Stimulating, yet secure. To ensure such a place, at Together We Grow up to 3 teachers will be caring for no more than 10 infants. Daily charting will help each child and their parents to develop at their own pace.

Our teachers will use their classrooms, tools, and toys to the fullest to provide opportunities for exploration. They will stimulate the children with daily activities such as crafts, songs, games, and age appropriate toys to develop physically, emotionally, and socially while language development is not ignored.

Your child's progress excites and delights us and we will do our best to provide endless opportunities for development and discovery. We offer an AM/PM snack and an on-site prepared lunch is provided. Also nap or rest periods of two hours every day. Our infants enjoy 2 hours of outdoor time daily whether it be a walk in our strollers or in the outdoor playground with age appropriate play toys and activities provided twice per day.

As we like to keep our parents up-to-date on the progress of their children, twice a year we issue report cards that include their child's developmental and academic updates. This may be supplemented with parent-teacher interviews to discuss each child's development.

Toddlers

Children use their bodies to make sense of their world. They see, hear, taste and touch to learn. Our program for Toddlers guides the children and helps them develop their emerging problem-solving skills. From singing to exploring, the combination of group and individual activities ensures that your child will take the utmost advantage of their creative energy. We offer an AM/PM snack and provide a lunch which is prepared on-site. We also ensure children enjoy two-hour Nap or rest periods every day. We

Your responsibilities:

Parents are required to provide personalized schedules upon registration to document valuable information about their child's needs; feeding times, new foods being introduced, naps, etc.

It is the Parents' responsibility to provide all the necessities for their infants, such as milk, formula, diapers, wipes, and creams. These must be clearly labeled with the child's name.

If your infant is on formula, you must provide enough bottles and formula to cover his/her feeding schedule for the day. Bottles will be sent home daily to be cleaned.

provide a toilet training routine and a daily update sheet to let parents know about their child's toileting and eating Schedule.

Up to 3 teachers to a maximum of 15 children will be working to stimulate the physical, emotional, and social learning of your child. Twice a day, our toddlers enjoy the outdoor playground with age appropriate play structure and activities.

Keeping our parents up to date on their children's progress is important to us. Therefore, twice a year, parents are provided with report cards that reflect their child's developmental and academic progress, and/or parent-teacher interviews to discuss each child's development.

Preschool

"Discovering the World around Them," our Preschool Program offers a wide variety of activities to engage your child and prepare him or her for Kindergarten. In Preschool children feed their imaginations in the Reading Centre while reading and sharing; or the Block Centre, building models and towers; in our Dramatic Area, having fun grocery shopping; or by examining feathers during a Nature Circle Time.

We offer an AM/PM snack, and provide a lunch which is prepared on-site. We also ensure children enjoy two-hour Nap or rest periods every day.

In Preschool your children will begin the Jolly Phonics program. Jolly Phonics is a fun way to learn letter sounds and is great to prepare your child for school. Many schools use Jolly Phonics to teach reading as it is a systematic, sequential, phonics program designed especially for that. Children learn the 40+ sounds of the English language, rather than the alphabet. They are then taken through the stages of blending and segmenting words to develop reading and writing skills.

Not all children find it easy to learn and blend sounds. Extra practice will lead to fluency in reading and help your child manage at school. When, as parents, you offer support you should allow yourself to be guided by the pace your child is setting. If they lose interest, leave the teaching for a while and later come back to it. Parental support is important to all children as they benefit from plenty of praise and encouragement while learning.

The five basic skills for reading and writing are:

1. Learning the letter sounds
2. Learning letter formation
3. Blending
4. Identifying sounds in words
5. Spelling the tricky words

The learning Centres in our classrooms are filled with tools that allow your children to explore, investigate, and discover their intelligence. They will also develop their problem-solving and critical thinking skills. Together We Grow teachers supplement these self-directed experiences with small and large group activities that give children the tools they need to grow.

Our Preschool children, twice a day, enjoy the outdoor playground with age-appropriate play structures and activities.

Keeping our parents up to date on their children's progress is important to us, therefore. Twice a year parents are provided with report cards that reflect their child's developmental and academic updates, and/or parent-teacher interviews to discuss each child's development.

Staffing

The CCEYA, 2014 mandates minimum staffing requirements. The Centre shall employ RECE's and ECA's as required by the CCEYA. The overall responsibility of each program falls on the RECEs in the classroom. Ratios for each age group are as follows:

| Room | Age of Children | Ratios |
|-----------|-----------------------------|--|
| Infants | 0-18 months | 1:3 -at least 1 RECE |
| Toddlers | 18-30 months | 1:5 - at least 1 RECE |
| Preschool | 30 months to 6 years of age | 1:8 - at least 1 RECE If numbers are >16, 2 RECE are required |

In order to maintain high quality staff, performance appraisals are conducted on an annual basis to acknowledge strengths and top quality performance and to identify goals and action plans. Together We Grow understand the benefits of professional development and continued education and therefore encourage and supports opportunities for staff to develop, grow and learn through workshops, conferences, courses and seminars.

Attendance, Arrivals, Departures & Parking

CCEYA of Ontario establishes that all children must be dropped off directly at Together We Grow, and be received by one of our staff. Together We Grow Learning & Childcare Centre is NOT responsible for children until a staff member receives them.

Your children's arrival will be recorded before you leave the Centre. Staff members are to be alerted by the parent when picking up your child, that your child is leaving the Centre.

Your child's departure must be recorded by a staff member before you leave the Centre. This is extremely important, especially when the children are on the playground. Your child will only be released to an adult who is listed on the Registration Form. We will ask this person to show ID.

The Centre's hours of operation are Monday through Friday, from 7:00 a.m. to 6:00 p.m. After 6:00 p.m., parents will be asked to sign the Late Form and pay the staff on duty the \$1.00 per minute late fee. After

three (3) late recordings, a meeting will be set up between parents and the Supervisor to discuss alternative arrangements for pickup.

If your child is going to be absent for any reason please notify the Centre. This will prevent any calls to your home or work.

School closure may result in case of severe weather conditions. A detailed message will be sent to you by email should this be necessary. Please also listen to your local radio station or TV weather station for announcements.

The Centre will be closed for all statutory holidays (except for Easter Monday). The Centre will close earlier on Christmas' Eve and New Year's Eve (days/times to be determined). We will be closed for:

- Thanksgiving Day
- Christmas Day
- Boxing Day
- New Year's Day
- Family Day
- Good Friday
- Victoria Day
- Canada Day
- Civic Day
- Labour Day

There is no credit of fees if your day(s) fall on a statutory holiday.

There is free parking at Together We Grow. Staff are to park at the far end of the lot in order to leave the front available for parents to pick-up and drop-off. We do ask not to park in the No Parking Zones they are for emergency situations only.

Privacy Act

The Ministry requires Together We Grow collect certain information about its students (enrollment packages, immunization info, emergency contacts etc.) This information is kept on site in the main office which is located at the front entrance of the building. With the exception of one emergency card which is required to be available in the classroom.

This information is available to the Supervisor and staff in case of an emergency. As staff, you are to sign a confidentiality policy, in which you will be stating that you agree not to disclose any information pertaining to a child or his/her family at the school. All information is to remain confidential.

Together We Grow reserves the right to modify, or supplement the Privacy Policy at any time. Any changes made will be posted on our website, and the revised policy and changes will also be available upon request.

Registration

A \$60 dollar non-refundable registration fee is due upon registration. If you are registering more than one child, the non-refundable registration fee amounts to only \$30 for each additional child.

We also require a non-refundable security deposit, payable at the time of registration. This security deposit equals the equivalent of one half month of fees. The security deposit will be applied to the last month of care for your child(ren), if you provide the proper 3 weeks written notice of withdrawal while in the program.

Should you choose not to start the program after registering, you will surrender your security deposit. Payment of the registration fee and the security deposit are required to reserve a place in the Centre for your child.

Children will not be able to start until all registration forms are completed and returned to the Centre along with the required deposit. All payments can be made through cheque or cash.

Waiting List

Together We Grow's Waiting list is a process to ensure it is fair while maintaining the flexibility required when running a child care facility. To be on our waiting list, a parent/legal guardian must provide the following information:

- First and Last Names of parent/legal guardian
- Best contact telephone number(s) and or email addresses
- Your expected start month
- Full or Part time (indicate days you prefer)
- Your child's name (if not born yet, indicate TBD)
- Date of birth (unborn children may be added to the list with expected month and year of birth)

Procedure of the Waiting List

1. Call or e-mail Together We Grow to add your name to the waiting list.
2. Each age group has its own individual waiting list.
3. The day that you call, leave a message or send an email it will be your seniority date on the waiting list.
4. Provide the required information for you file on the waiting list: Be mindful and strategic of your expected start month, you may also put the earliest start month you will consider for e. g. you are willing to start in March but you really need a space for May.
5. If there are any changes to your contact information please contact the centre to update your file.
6. There is no specified length of time that you need to be on the list to be offered a space.
7. Spaces are created when a family or child leaves the centre. There is no specific time however the months of July, August and September have the most movement. Spaces can be available at any time of the year and at point in the month.
8. We are usually able to contact families 4-6 weeks before any given space, as parents are only required to give us 1 month notice of their withdrawal.
9. Only once the withdrawal is confirmed in writing can we begin to find a family for the space.
10. With all spaces available the Supervisor will call all families that are eligible to start in the age group. All parents who are waiting for a particular month are contacted when spaces are available. Even if the month you specified has already passed if your child is still within the age group of the room they will be offered a space.
11. Once a family is called from the waiting list they are given a specified time frame to return the call and express continued interest in the space available.
12. From the families that return our call within the specified time, the family with the highest seniority date will have first official refusal of the available space.
13. If a child is offered a space for an age group we will let you know the likely hood of them moving over to the next age grouping, for e.g. if your child enters the infant room at 17 months there may or

may not be a space for them in the toddler room right at 18 months however we will be able to give you a sense of when they will be able to move and the possibility.

14. Once your child is officially offered a space, if you would like to accept it, you will be required to provide a 50% deposit of your child's fee for the age group. This deposit will be applied to your child's first month of care.
15. For all families that express continued interest in a space and are not successful will be contacted to let them know that another family has filled the space.
16. If you are called for a space and do not wish to take it at the time, your place/seniority on the waiting list remains the same.
17. You may call at any time to change the information for you file with no consequence for e.g. Moving from the infant list to the Toddler list.
18. You will remain on the centers list until you have asked us to take you off.
19. There are no fees to be placed on TWG's waiting list.

The Ministry of Education mandates that parents may request to have access to view TWG's waiting list with the anonymity of all waiting list parties maintained. TWG's does not maintain a separate, anonymous waiting list. If a request is made for a physical copy of the waiting list, OTRCC will provide a redacted list within fourteen business days for only the month and age group of the start date requested by the inquiring parent.

Withdrawal

To withdraw a child, written notice must be given to the Director two (2) weeks before withdrawal. Space cannot be guaranteed for families wishing to take their child out of a program for a period of time (e.g. maternity leave, summer vacation). Parents must continue to pay the regular fees to secure the spot.

In the event there are outstanding fees, a family may be withdrawn with no notice and a collections agency hired to recover outstanding fees.

Withdrawal Due to Special Circumstances

In the event an individual's behaviour is causing disruption to the program, harm to others or harm to property of the program a family may be withdrawn from the program. This extreme measure would only take place after consultation with the child's family. All decisions that are made are made considering the best interest of all the children enrolled in the program.

TWG reserves the right to withdraw services for the following reasons:

1. Child's behaviour is consistently causing excessive disruption to the program; harm to other children or harm to property.
2. A parent's refusal or inability to abide by the policies and procedures as set out in the Policy Manual.
3. A parents conduct being harassing, belligerent, abusive or in any other manner inappropriate.
4. Outstanding fees - either regular weekly fees or any other fees such as fees due from a late pick-up.

Each individual involving extreme behaviours and issues will be monitored and assessed by the Program Supervisors and if necessary, the Director. Two weeks notification may or may not be given if a family is

asked to withdraw a child. Regular fees and fees due during notice will be levied. Parents are required to sign an acknowledgement when care has been withdrawn.

Fees

Together We Grow Learning & Childcare Centre must receive 6 months of post-dated cheques for your child/children's care. Our payment schedule is found on our website at www.togetherwegrow.ca. Payments usually fall either on a week 1 schedule or a week 2 schedule, this all depends on when your child starts at the centre.

Please print the name of your child clearly on the front of each cheque.

You will be charged a \$25 if the bank returns any cheque for the payment of fees as NSF (Non-sufficient funds). You will need to pay this NSF fee immediately together with the amount of tuition that was covered by the returned cheque.

Please note: Your payment guarantees a place for your child(ren) at the Centre. If your child does not attend because of illness, vacation, or leave of absence the Centre will continue to draw payment from your bank account, to secure your child's place upon their return.

No credit for extended absences or vacations: Parents who require an extended absence can secure their child's spot by providing an additional two-week security deposit. This two-week deposit will be applied to your child's fee upon their return.

Fee Assistance

Families may qualify for a partial or full government subsidy for child care services. The Regional Municipality of York is responsible for administering subsidy money that is directed from the Province. The Region determines eligibility using provincial guidelines and establishes eligibility criteria using an income test. Licensed non-profit programs that wish to accept families who are eligible for subsidy enter into a Purchase of Service Agreement with the municipality to provide subsidized services. The Municipality of York must be named as a co-insured on liability insurance.

Security Control System

The Together We Grow Learning & Childcare Centre is equipped with an Electronic Door Control System with push-button access. All parents will be provided an access code upon commencement of the program. Should a parent forget their access code, the office staff will be there to open the door. Access codes will be given to parents only; and therefore are to be used by parents only. If anyone other than the parents is picking up the child(ren), he or she must check in at the office when entering the Together We Grow Learning & Childcare Centre.

New Families

It is our goal to help children and parents have a Good First Day at the Together We Grow Learning & Childcare Centre. Changing your childcare Centre or starting at a new childcare Centre is never easy.

First week/ Visiting week

To overcome the initial difficulties, at Together We Grow Learning & Childcare Centre we encourage parents to begin visiting our Centre with the child the week before they are supposed to start. During this visiting week, parents should not leave the Centre's premises while the child is in our care.

We've structured the first weeks of your child's time at the Together We Grow Learning & Childcare Centre in a way that makes the transition as smooth as possible. During the first weeks, you can expect:

- A tour of your child's classroom, including an overview of your child's daily routine.
- A newsletter and monthly calendar
- A list of essentials that your child may need while in our care
- A lot of face-to-face communication with the teachers in the classroom

Of course, communication doesn't stop after the first week. We also encourage parents to openly communicate with our teachers. We focus on making the process as welcoming and worry-free as possible, and are therefore always available should you have any concerns.

Nutrition

Good nutrition is essential for the healthy growth and development of children. This is an important part of our Program.

All menus are prepared according to the Canada Food Guide, with 2 snacks and a hot lunch. Minimum: morning snack will have minimum 2 food groups, Lunch will have minimum 4 food groups, and afternoon snack will have 2 food groups. Food is prepared on-site. Children are encouraged to try everything that is served at each meal and may have several servings if they wish. If the children do not want to try lunch, the staff will respect their wishes. Mealtime is made as pleasant an experience as possible for the children. The pace is leisurely and the children can take their time to enjoy their food.

Special arrangements for religious or medical reasons can be discussed with the Director or Supervisor. Parents should inform the Director/Supervisor of any permanent or temporary food allergies or restrictions.

Illness

Since regulations under the CCEYA require daily outdoor play for each child, it is our policy that a child who is too ill to fully participate remains at home. If a child becomes ill during the day, temporary care will be provided until the parent can be contacted.

If a child appears to be ill, the staff will notify the Supervisor and parents immediately. Obvious symptoms that indicate a child is ill are:

- ❑ A fever over 100°F / 37.8° C
- ❑ Cold with fever, runny nose and eyes, coughing and sore throat.
- ❑ Red eyes
- ❑ Rash or skin sores
- ❑ Stomach ache, 2 cases of diarrhea or vomiting.
- ❑ Severe, itchy body or scalp.
- ❑ Known, or suspected, contagious illness, e.g., chicken pox, mumps, and measles.

Parents/guardians must keep ill children at home to prevent the spread of illness at the Centre. Please ensure you have back-up plans to accommodate any such spontaneous child care needs.

There are other times when a child is not showing signs of a definite illness, but yet not able to handle the day. In these instances, it will be the decision of the Supervisor and the Staff as to whether the child should be sent home. Please note: Parents will be asked to pick up their child if he/she develops a temperature of 100°F / 37.8° C or has 2 or more diarrhea in one day. Children must be symptom free for 24 hours before returning to the Centre. In some cases a doctor's note may be requested upon your child's return to the Centre.

Medication

Together we grow understands that from time to time, it will be necessary for us to administer prescription medication to your child. If you do require us to administer medication, you will be asked to complete and sign a medication form. The medication must be in its original container, with a label attached bearing the child's name, date of purchase, time and dosage, number of days to be administered as well as, the doctor and pharmacy's information. The medication is to be kept in a zip lock bag with your child's name and classroom clearly labeled. The medication will be kept in a lock box in the classroom or be refrigerated in the staffroom refrigerator. All the medication will be administered by the RECE in the classroom, or the supervisor. It will also be witnessed by another staff member and recorded on the medication form. No medication that has expired will be administered, it will be given back to the parents to be disposed of. Please note that we will only administer prescription medication as directed by a licensed physician or dentist.

Over the counter Medications

Together we grow will administer over the counter medications (such as Tylenol) **ONLY** with the written permission of the parent and the physician. Written instructions must be given to us and a specific time and dose must be specified on the form. The medication must be clearly labeled and placed in a zip lock bag with the child's name and classroom. NO over the counter medications are to be kept in your child's backpack, they must be given to the staff properly labeled and in a zip lock bag.

Together we grow staff will apply any diaper rash ointment, petroleum jelly, and or sun screen lotion with written consent from the parent. We will follow all directions on the manufacturer's label. All bottles must

be clearly labeled with the child's name and last name. All medication forms will be kept in a medication binder in each classroom.

Inclement Weather

In the event that Together We Grow needs to remain closed due to extreme weather conditions a message will be left on our voice mail and/or an email will be sent out to all families by 6:30AM that morning.

If Together We Grow needs to close during the day parents will be notified and asked to come as soon as possible. Late pick-up fees are still applicable even during inclement weather. Parents are asked to ensure that they have a reliable plan in the event that an emergency prevents them from picking up their child on time. Fees will be unaffected by any closures due to extreme weather or other emergency or extenuating circumstances.

Sleep and Rest Policy

All children enrolled at Together We Grow child care centre for 6 or more hours are required to sleep during their stay at the center. All parents will be provided information about the centers Sleep Policy. We shall ensure that any child younger than 12 months is placed for sleep in a manner consistent with recommendations set out in the following document: ***Joint Statement of Safe Sleep: Preventing Sudden Infant Deaths in Canada***. All staff are required to review this document. This policy is based on the fundamental principles discussed in this document including; placing infants on their backs for every sleep reduces the risk of SIDS and the safest place for an infant to sleep is in a crib, cradle or bassinet that meets Canadian regulations.

Procedures

1. Staff Responsibilities

All staff, students and volunteers are required to read this document and ensure they are implementing it in their respective classrooms. Each is required to know their student's sleep preferences and assign individual cribs and/or cots to each child. Each bed is to be labelled with the child's First Name and Last Initial (if there are two or more children with the same name).

2. Communication

- i. Parents are to be consulted about their child's sleeping arrangements at the time the child is enrolled, during transitioning periods or upon a parent's request. In these cases, parents should receive daily updates on how their nap time is going.
- ii. **Changes in sleep patterns:** Staff are required to inform parents of any changes to their child's sleep patterns the same day of the occurrence. They are required to work with the parents to find a suitable solution and adjust the manner in which the child is supervised during sleep.

3. Infant Room

Supervisory staff and infant room staff are required to inform parents of the obligation of the centre to place their infants on their backs during sleep hours. This must be done for all infants under 12 months. Otherwise, a written recommendation from the child's doctor regarding alternate sleep position is required. It is important to note that the Joint Statement sets out that once infants are able to roll from their backs to their stomachs or sides, it is not necessary to reposition them onto their backs.

4. Room set-up

Every room will have sufficient lighting in sleeping areas to conduct direct visual checks and document each visual check

- i. The infant room has a separate room for sleeping.
- ii. We will supervise each child during nap hours by observing and/or checking in on them.
- iii. Each child, depending on age, is given their own crib or cot in their respective classrooms. Cots and/or cribs sharing is NOT allowed. Strollers, swings, bouncers and car seats are NOT intended for infant sleep.
- iv. A bed plan will be created for each classroom which maps out where each cot will be placed and the name of the child in each cot/crib. Each bed must contain name tags to identify the child.
- v. Cribs should contain a firm mattress and fitted sheet. There should NOT be any of the following items: pillows, duvets, blankets and/or bumper pads.
- vi. Blankets should be thin and of breathable fabric

5. Sleep schedules

- i. Together We Grow staff recognize not all children have set rest/sleep schedules and will need to rest/sleep based on each child's individual needs.
- ii. Children who do not sleep: If you do not wish for your child to sleep during sleep time, you are required to provide a signed consent form. Children who do not sleep after the first hour are able to engage in quiet activities during nap time.

6. Direct Visual Checks

- i. Need to be performed at least every 15 min or more frequently in the event of a significant change and/or transition.
- ii. Staff are to look out for the following direct indicators of distress:
 - i. Abnormal breathing
 - ii. Skin discoloration
 - iii. Signs of overheating (i.e. sweating, cold or clammy skin)
 - iv. NOTE: SIDS has no symptoms or warning signs. Babies who die of SIDS seem healthy before being put to bed. They show no signs of struggle and are often found in the same position as when they were placed in the bed.
- iii. Staff are to document direct visual checks on the *Nap Log sheet*. On each sheet, staff must indicate (with a checkmark) if a direct visual check was completed for each child. Staff must also record any indicators of stress (if observed).

Supporting Documentation & Organizations

1. Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada
2. Public Health Agency of Canada
3. Canadian Pediatric Society
4. American Academy of Pediatrics

Accountability

The child care program will review its Sleep Policy and Procedures annually to ensure it is current with respect to language and legislation. The policy will be reviewed and signed off by all staff, students and volunteers.

Communicable Diseases

Children suspected of having a communicable disease such as chicken pox, mumps or measles, should not be in the Centre. Parents of children who develop symptoms during the day will be asked to pick up their child immediately. Children can return to the Centre only with doctor's written confirmation that they are no longer contagious.

Immunization

The Child Care Early Years Act requires that, prior to admission, each child must be immunized as recommended by the local Medical Officer of Health. The Medical Officer of Health requires every child attending a licensed childcare facility to be up-to-date with their immunizations.

You are required to submit a copy of your child's Immunization Record. Parents who do not immunize their children for personal or religious beliefs are to provide a written exemption from your child's physician stating the reason why the child is not immunized, and this document must be notarized. A copy of this statement will be kept in the child's record.

Anaphylaxis

This policy provides direction to all staff, students and volunteers about the appropriate response on both a Centre-wide and individual level to minimize the inherent risks to enrolled children, and others, who have been identified as susceptible to anaphylactic reactions due to individual allergies. This policy helps to create a safe environment for all persons with severe allergies.

Together We Grow Learning & Childcare Centre ensures that this Policy and Procedure is reviewed by staff, students, and volunteers prior to commencing employment, and annually thereafter. We also keep a written record of the review which is signed by the staff member, as well as by the person who made the review. This written record is kept on file for at least two (2) years from the time of entry.

We must remember at all times that this Policy takes a practical and realistic approach. As the Centre and its staff cannot monitor and control all foods being brought onto the Centre's premises, the Policy does not guarantee that offending foods and substances will not be brought into the Centre. Rather, the goal is to minimize risk of potential allergens entering the premises. The success of risk minimization and management of the policy will depend on the on-going involvement and vigilance of parents.

Any foods brought into the Centre for distribution to the entire group (i.e. for class birthday celebrations, or treats) or for Centre-wide distribution or events must either be:

- a) Packaged foods containing clearly labeled ingredients that are acceptable under this Policy
- b) Baked or prepared foods purchased from a bakery, caterer, or supplier which has been approved for the purposes of this Policy.

Following applies when parent is providing food as a substitute for foods on the menu.

Please Note: If Together We Grow Child Care Centre is undergoing and following Procedures and Practices that are written out in a Pandemic Policy, please be aware that outdoor food or treats will not be allowed in the centre, for any birthdays, treats, or Centre-wide distribution or events.

- c) If any food is prepared from home, it must be in a sealed container, with the name of the child, and a list of ingredients that is in the preparation of the food.

Avoidance Strategies

Together We Grow Learning & Childcare Centre has implemented strategies that reduce the risk of exposure to anaphylactic agents in the rooms and common areas where a child is attending.

Food Avoidance

All food allergen children should only eat lunches and snacks that have been prepared for them at the Centre, or were provided by the parent as a substitute for foods on the menu. ***When the parent is sending food that is made from home please bring food in a sealed container with your child's name, and ingredients that are in the food.*** There should be no sharing of food, food containers, and utensils. Hand washing is required before and after eating. Surfaces such as tables, toys, etc., will be washed clean of contaminating food, and sterilized. The use of food in sensory activities, crafts, and cooking in programming will be restricted depending on the allergies of the child. The content of foods will be clearly identified. All staff purchasing, preparing, and handling food has been instructed about measures necessary to prevent cross contamination during the handling, preparation, and serving of food, and reviews food labels to identify allergens.

Treatment Protocols

Accidental food ingestion can occur despite avoidance measures. For these emergency situations treatment will be immediately available.

Any protocol needs to be prescribed by a physician. The only drug that we are allowed to use by law in the emergency management of a child with a life-threatening allergic reaction is EPINEPHRINE. If the child also requires a puffer or Benadryl /Claritin / Reactine in conjunction with the Epinephrine, written permission by a parent and physician is required on the Child's Individual Action Plan.

We use the Epinephrine auto-injector device (EpiPen) because of its simplicity.

Epinephrine, and any other doctor prescribed medication specified on the Child's Individual Action Plan, is kept in a location that is easily accessible and not in locked cupboards, drawers, or locked medical boxes.

All staff, students, and volunteers with the Centre know the location of the Epinephrine auto-injector device (EpiPen/Allerject). The Epinephrine auto-injector device (EpiPen/Allerject) is kept in the child's classroom and readily available to all. The auto-injector accompanies the child during any time that the child is not in their classroom. The unexpired EpiPen and the Anaphylactic Action Plan are either kept in a case, fanny pack, or small backpack that can easily be carried by staff. All individuals entrusted with the care of the child are trained on how to use Epinephrine auto-injector devices (EpiPen). This training is given to the administration and all staff by the parents. The parents should advise the staff on procedures to be followed if a child has an anaphylactic reaction. The staff shall sign that this training has been given.

Parents, upon registration, will be required to fill out a Medication Administration Form and an Anaphylactic Action Plan that allows the Centre to administer the required medications. These forms are to be updated as changes occur.

Communication Plan

Together We Grow Learning & Childcare Centre will give general information on life-threatening allergies, including anaphylactic allergies, to staff, students, volunteers and parents. Based on the information the parents give us, all staff, students and volunteers within the Centre have been made aware of the child's information on life-threatening allergies and the foods and causative agents that are to be avoided. This is done through written communication, verbal one-on-one communication, or a staff meeting.

You may also see an allergy chart, listing all known allergies of enrolled children, posted in food preparation areas, eating areas, and activity rooms.

Individual Action Plan

At registration Together We Grow Learning & Childcare Centre requires that the parent/guardian and physician complete an individual Action Plan for each child with an anaphylactic allergy. The plan includes information on life-threatening allergies on an Anaphylactic Plan and a doctor's note. This plan will be posted in the child's room. A copy remains with the EpiPen/Allerject, together with the emergency procedures.

The EpiPen/Allerject and the Anaphylactic Action Plan are kept in a case, Fanny pack, or small backpack that can easily be carried by the child or staff.

Prior to the child's starting, the parent will review all of the following information with the Supervisor:

- The child's photo for clear identification of the child,
- A description of the child's allergy.
- The monitoring and avoidance strategies,
- The signs and symptoms, ie. Hives, itching.....

- Documentation of the first aid response, including any prescribed medications,
- Emergency contact information,
- The location and storage of Epinephrine auto-injectors/medications.

As mentioned, this Action Plan is kept in the attendance binder, posted in the room, kept with the EpiPen, and in the child's file. The Plan gives details informing all staff, students, and volunteers, who are in direct contact with the child on a regular basis, of the type of allergy, monitoring and avoidance strategies, and appropriate treatment.

The parent/guardian is required to sign a consent that allows our staff to administer the allergy medication in the event that their child has an anaphylactic reaction.

Staff, students, and volunteers are preauthorized to administer medication as directed on the Medication Administration Form and Anaphylactic Action Plan.

Training

The administration of Together We Grow Learning & Childcare Centre is responsible for ongoing staff, parent, student, and volunteer education. The education includes, among other things, training on how to recognize the symptoms of an anaphylactic reaction, how to administer the EpiPen, proper hand washing techniques, and encouragement of the non-sharing of food. The administration has arranged for annual mandatory reviews of this policy, prior to employment or involvement in the Centre, and at any time in the year deemed necessary. All individuals entrusted with the care of the child will have training on how to use an epinephrine auto-injector device (EpiPen/Allerject). This training is given to staff, either by a physician or a parent, on the procedures to follow if a child has an anaphylactic reaction.

It is the obligation of the child's parent/guardian to ensure that the information provided for the child's file (Medication Administration Form and Anaphylactic Action Plan) is kept up-to-date with the medication that the child is taking.

Symptoms of Anaphylactic Shock

In the case of a child who has had an anaphylactic shock previously, and who is exposed to a particular allergen, the occurrence of any of the following symptoms, in any combination, indicate anaphylactic shock:

- Hives and itching on any part of the body.
- Swelling of any body parts, especially eyelids, lips, face or tongue.
- Nausea, vomiting or diarrhea.
- Severe stomach cramps.
- Dizziness.
- Coughing, wheezing, or change of voice.
- Difficulty swallowing or breathing.

- Throat tightness or closing.
- Panic.
- Fainting or loss of consciousness.
- Changes of colour.

Complaint Resolution Procedure

In the event a parent has a complaint with regards to any programs or staffing concerns they must report to the Supervisor or Director. The supervisor and/or director will work with parents to reach a suitable solution.

Prohibited Practices Policy and Procedure

We at together we grow never discourage a child from expressing his/her feelings. Our goal is to teach the children to express themselves in a constructive manner. We want the children to understand their own and other feelings. We feel it is best for the teachers to give attention to appropriate behaviour, while de-emphasizing the negative behaviours.

Prohibited Practices

The following forms of prohibited practices shall not be permitted by anyone, any of the following actions are dealt with in a sequential order.

- Corporal Punishment of a child
- Physical restraint of a 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 him or herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent
- Locking the exits of our facility from the inside 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
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth
- Abusing a child physically, verbally or emotionally including making children eat or drink against their will
- Depriving a child of basic needs, including food, shelter, sleep, toilet use, clothing or bedding

Contravention of Policies and Procedures

Everyone - employees and parents - is expected to comply with the above stated policy and procedures and the requirements of the CCEYA. Failure to comply could result in:

For employees:

1. Verbal warning
2. Written warning
3. Dismissal/Termination

For others, including parents:

1. A verbal warning.
2. Other action as deemed appropriate by the supervisor, including, but not limited to, the person not being permitted on the premises.

When action is necessary, it will be taken immediately by the supervisor in the case of employees, parents and others and by the owner in the case of the supervisor.

Monitoring Prohibited Practices

We require that all volunteers and staff members sign an agreement to acknowledge and comply with the program statement and prohibited practises that are not acceptable while at the centre. We are legally required to contact CAS for any allegations or suspicions of abuse. This is not a judgment call or pointing the blame to anyone. Employees will be made aware of the policies and procedures of Together We Grow through the review and sign-off of the procedures during quarterly meetings.

Review and Sign-Off

The Prohibited Practices policy and procedure will be reviewed prior to working with children for the first time and at least annually thereafter with each employee. After reviewing the policy and procedure, each person will sign and date that they have read them and agree to follow them.

The Supervisor will review the Prohibited Practices policy and procedure annually to ensure that it remains appropriate and up to date.

Record Retention

All records related to the review and sign-off of Prohibited Practices policy and procedure will be kept on file in the main office for at least two years after the last entry

Sunscreen

Parents are to provide their child with their own sunscreen. Each bottle must be clearly labeled with your child's full name. We ask parents to apply sunscreen before coming to the daycare. Staff may apply sunscreen 30 minutes prior to the scheduled time for outdoor play, only if parents give written consent. Children do get sunburns on cloudy days; therefore they should wear sunscreen lotion every day from May to September.

Recording and Reporting an Accident

If a child receives an injury while at the Centre, the staff member present will:

- Immediately tend to the child's injury (i.e. apply ice, BandAid, etc.)
- Fill out an "Accident Report" which is to be signed by the staff member and parent. Once the Accident Report is signed it will be filed in the child's file, and copy will be given to the parent.

Should a child receive a serious injury in need of medical attention, the Supervisor and the parent are to be notified immediately. If the parent cannot be reached, the child will be transported to the hospital by ambulance along with the Supervisor, or a staff member.

Recording and Reporting an Illness

Should a child become ill while at the Centre, the staff member present will immediately tend to the child's needs:

- By checking the child's temperature to see if there is a fever.
- If necessary, the child will be isolated from the other children,
- A bed may need to be put in the office, and
- A staff member or Supervisor will remain with the child.
- By notifying the parent and requesting the child be picked up:
- If the parent cannot be reached, an emergency contact will be called.
- A "Report of Illness" form will then be completed and placed in the child's file.

Serious Occurrence

A "Serious Occurrence" is defined in Section 1 of Ontario Regulation 137/15 under the Child Care Early Years Act is as follows:

The serious occurrence categories are:

1. Death of a Child

Any death of a child who is enrolled at a child care centre or home child care;

2. Allegation of Abuse and/or Neglect

Allegations of abuse and/or neglect of a child while in attendance at a child care centre or home child care;

3. Life-threatening Injury or Illness

A life threatening injury or illness of a child that is enrolled at a child care centre or home childcare care; or **Sub-Categories: a. Injury b. Illness** (Caused by Service Provider, Accidental, Self-Inflicted/Unexplained)

4. Missing or Unsupervised Child(ren)

Missing or unsupervised child(ren) while in attendance at a child care or home child care; or. **Sub-Categories: a. Child was found b. Child is still missing**

5. Unplanned Disruption of Normal Operations

Any incident and/or any other unplanned disruption of service that poses a risk to the health, safety, and well being of the children. **Sub-Categories: a. Fire b. Flood c. Gas Leak d. Detection of Carbon Monoxide e. Outbreak f. Lockdown g. Other Emergency Relocation or Temporary Closure**

Duty to Report

Some serious occurrences, most notably an allegation of abuse or neglect, will give rise to a duty of report that a child may be in need of protection. If a licensee or staff member suspects that a child is, or may be, in need of protection, they must report this to the local children's aid society in accordance with section 72 of the Child and Family Services Act. The person who has the reasonable grounds to suspect that a child is, or may be, in need of protection must make the report directly to a children's aid society. The person must

not rely on anyone else to report on his or her behalf. A report to a children's aid society must be made for all situations where a child is, or may be, in need of protection, no matter where the alleged abuse or neglect took place. However, licensees are only required to notify the program advisor of a serious occurrence if the alleged abuse or neglect occurred while the child was receiving care at the child care centre.

It is also important to note that registered early childhood educators (RECEs) are expected to be accountable for their actions as early childhood educators and to abide by the College of Early Childhood Educators' Code of Ethics and Standards of Practice as well as all applicable legislation, regulations, by-laws and policies that are relevant to their professional practice. The Early Childhood Educators Act, 2007 and the Professional Misconduct Regulation state that it is an act of professional misconduct to "[contravene] a law, if the contravention has caused or may cause a child who is under the member's professional supervision to be put at or remain at risk." RECEs should familiarize themselves with reporting requirements under the Child and Family Services Act, and abide by them as the failure to do so is contrary to the law and may constitute professional misconduct.

For more information on the Child and Family Services Act and the duty to report, see [Reporting Child Abuse and Neglect: It's Your Duty](#).

For more information about the responsibilities of an RECE, please visit the [College of Early Childhood Educators website](#).

Failure to Report

It is an offence under the Child and Family Services Act for a professional to contravene one's reporting responsibilities. The penalty imposed (a fine of up to \$1,000) emphasizes that a child's safety must take precedence over all other concerns.

Protection of Personal Information and Privacy

- Operators must ensure the information posted in the Serious Occurrence Notification Form protects personal information and privacy.
- To help support the protection of privacy and personal information, no child or staff names, initials, and age or birth date of child are to be used on the Serious Occurrence Notification Form.
- No age group identifiers are to be used, e.g. preschool room; toddler room.

Allegations of Abuse

Serious Occurrence Notification Forms pertaining to allegations of abuse are posted when the following have been concluded:

- The Children's Aid Society (CAS) has concluded its investigation and the allegation is either verified or not verified; or
- CAS has determined that an investigation will not be conducted; and
- The Ministry has investigated any associated licensing non-compliances.

Information to be included:

- Once investigations are completed, the form should provide clear, concise information for the parent.
- The Description section will include information about whether CAS conducted an investigation into the report, and identify that the ministry conducted an investigation into compliance with related licensing requirements.
- The form will identify whether:
 - CAS verified the allegation;
 - CAS has not verified the allegation;
 - The operator has taken action on any other directions given by CAS, if applicable;
 - The operator has addressed any associated licensing non-compliances identified by the ministry, if applicable.

If operators are unsure about when to post the Serious Occurrence Notification form in situations of allegations of abuse, they are encouraged to contact their local MCYS regional office.

Complaints

Timing of posting:

- When the operator has filed a serious occurrence report about a complaint, verified the complaint and has taken actions to address the issue, the Serious Occurrence Notification Form is posted within 24 hours of the occurrence.
- When an operator has filed a serious occurrence report to the ministry about a complaint, but has not taken action because the complaint has not yet been verified, the serious occurrence will not be posted within 24 hours.
- Once the complaint has been verified or not verified, the Serious Occurrence Notification Form is posted.
- If operators are unsure about when to post the Serious Occurrence Notification form related to complaints, they are encouraged to contact their local MCYS regional office.

Required Update to the Centre/ Agency Serious Occurrence Policy

The update to the centre/agency's serious occurrence policy must include:

- The November 1, 2011 effective date for posting the Serious Occurrence Notification Form in child care centres and private-home day care when a serious occurrence happens;
- Posting location, timing and duration requirements;
- Directions pertaining to posting allegations of abuse and complaints;
- No identifying information is included in the Serious Occurrence Notification Form, e.g. child name; staff name; age or birth date of child; age group/room, e.g. preschool room.

Employer's Mandatory Reporting Obligations

In 2015 changes to the *Early Childhood Educators Act, 2007 (ECEA)* came into effect. Included in these changes are new requirements for employers to submit mandatory reports to the College of Early Childhood Educators. In addition, the legislative changes specify required time lines for reporting and set out information the College must provide to employers in response to any reports that are received. For more information, please visit the Ontario e-laws website to view the ECEA and visit the College of Early Childhood Educators website.

Serious Occurrence Notification Form

Licensees are required to complete and post a summary of each serious occurrence in a place that is visible and accessible to parents within 24 hours of becoming aware of the occurrence for a minimum of 10 business days, **including any allegation of abuse or neglect.**

The summary must not include any identifying information and shall be updated as new information is obtained.

Emergency Procedures

FULL LOCKDOWN

Full Lockdown is used in a serious situation where the threat is inside, on, or very near to the school.

When outdoors, students on the playground will be notified of the LOCKDOWN and will proceed immediately to our Designated Emergency Location:

Vaughan Soccer Club
11151 Keele Street
Maple, Ontario, L6A 1S1
(905) 832-0911

Fire Drills & Evacuation

Fire drills are conducted once a month. Each staff member has been instructed as to her/his responsibilities in the event of a fire before commencing work for the first time.

Together We Grow Learning & Childcare Centre has also posted written Fire Procedures in a conspicuous place in each room on which each staff member's duties in the event of a fire are specified. Each staff member is responsible for familiarizing her or himself with the Fire Procedures and sign-off on them upon commencement of employment. Fire drills will be held monthly and will be timed.

When the fire alarm is sounded:

1. We ask the children to stop what they are doing.
2. We calmly assemble at the nearest door.
3. We lead children out to the designated Fire Door Exit.
4. We take the attendance sheet and emergency cards along with us.
5. Once outside, we take attendance.
6. We do not return to the classroom until the “All Clear” signal has been given.
7. Afterwards, we discuss the situation with the children once we have returned to the classroom.

This drill has been approved by the local Fire Marshal. A written record will be kept of all fire drills, inspections, and tests on the fire equipment. Each teacher is responsible for ensuring that their group of children safely exists. The Director or designate shall be the floor warden and assist as necessary. Please see Together We Grow Fire Drills & Evacuation Policy and Procedure for more details.

Evacuation Site

In the event of an emergency that requires the evacuation of the Centre, arrangements have been made to take the children to our alternative location. Every attempt will be made to notify you that an evacuation has occurred. However, you are requested to familiarize yourself with the location of this alternate site.

Our evacuation site is:

Vaughan Soccer Club
11151 Keele Street
Maple, Ontario, L6A 1S1
(905) 832-0911

Emergency Information

Please advise us as soon as possible of any changes in your registration, and/or medical information, and especially of your telephone number. For your child’s safety, it is critical that your child’s emergency contact information is up-to-date at all times. Your child’s well-being, in the event of an emergency, could depend on it.

Accessibility for Ontarians with Disabilities Act (AODA)

Together We Grow is committed to developing policies, practices and procedures that will provide accessible quality services to its clients and their children. Services will be provided to clients with disabilities in a manner that promotes and respects dignity, independence, integration and equal opportunity. Together We Grow is dedicated to ensuring all programs and services are accessible to clients

and their children in accordance with Ontario Regulation 429.07 Accessibility Standard's for Customer Services.

Together We Grow provides services to all children and their families including those with disabilities. Every effort will be made to ensure the following:

- The service will be provided in a manner that respects the dignity and independence of persons with disabilities
- The provision of services to clients with disabilities will be integrated unless alternative measure is necessary, whether temporarily or permanently to enable clients with a disability to participate in the services offered by Together We Grow

More information can be found in *Together We Grow's Accessibility Policy for the Customer Service Standard Under the AODA* document.

Child Abuse Policy and Procedure

Confidentiality

The duty to report suspicions of child abuse overrides the provisions of confidentiality in any other statute, specifically those provisions that would otherwise prohibit disclosure by a professional or official. The only exception to this is solicitor/client privilege.

Protection from Liability

All persons making a report of suspected child abuse are protected against civil action, unless that person is proven to have acted "...maliciously or without reasonable grounds for the belief or suspicion..."

The CCEYA

The CCEYA requires Prohibited Practices policy and procedures are in place, which can be found on the Policy and procedure binder. It is also a requirement under this legislation that if a staff person is suspected of abusing a child, York Region Children's Services will be notified within 24 hours, and a Serious Occurrence Report will be submitted.

Reporting Procedures

Any staff/student/volunteer who suspects that a child has been abused or is at risk for abuse should inform the Supervisor of the intention to immediately call the York Region Children's Aid Society.

York Region CAS contact: York Region Children's Aid Society: 24 hours a day, 7 days a week.

Telephone: (905) 895-2318 or 1-800-718-3850

The person who suspects the abuse must make the call her/himself - do not ask anyone else to help you decide if a report should be made, or to make the report for you. Do not discuss your suspicions with anyone else until you have spoken with a Children's Aid worker.

If necessary, access immediate medical attention if a child has sustained injuries. Where the injuries were suspected to have been caused by child abuse, do not inform the parent of the intention to access medical care for the child until you have spoken with a Children's Aid worker and have been directed to do so.

If there are any concerns or doubts regarding making a report of suspected abuse, the staff/student/volunteer will be encouraged by the Supervisor to consult with a worker from a Children's Aid Society. If the allegation is against another child in the Centre, the Supervisor will consult with a Children's Aid worker as to how to best protect, supervise and support both the alleged victim and abuser and other children.

It is the responsibility of the person who suspects child abuse to follow through on the report to a Children's Aid Society, and the Supervisor will provide support and direction. When making the report, give your name, the Centre's name, your position and phone number to the Children's Aid worker.

No staff/student/volunteer will advise someone not to report suspicions of child abuse, or to try to stop the person from reporting or consulting with a Children's Aid Society. There will be no sanctions or reprimands for anyone who consults/reports suspicions of child abuse. However, disciplinary actions will result if there is an attempt to stop someone from following through on the legal duty to report.

If a staff/student/volunteer has any further suspicions of abuse, or new information with respect to a child, she/he must immediately make another report to the appropriate Children's Aid Society, regardless of any previous reports.

Information considered confidential cannot be kept in confidence if it is related to a suspicion of child abuse - all staff/students/volunteers must follow through on the legal duty to report.

Making a Report of Suspected Child Abuse

Suspicious of child abuse must be reported immediately to a Children's Aid Society. If the child's religious affiliation is known with certainty, the report can be made directly to the society of the appropriate religious affiliation.

- Children's Aid Society
- Catholic Children's Aid Society
- Jewish Family and Child Service
- Native Child and Family Services

If the child's religious or cultural affiliation is not known, or is neither Catholic, Jewish nor Native, the report can be made to a Children's Aid Society.

All documentation is to be forwarded to the Supervisor to be kept secure in the office safe, locked away from the child's general file.

What to Report to a Children's Aid Society

The staff/student/volunteer making a report of suspected child abuse to a Children's Aid Society may not have access to all the information listed below. If this is the case, do not conduct an investigation to search it out. Remember, it is imperative that the staff/student/volunteer report the information to a Children's Aid Society as soon as possible.

The following is a list of information, if known, that the staff should be prepared to provide the Children's Aid Society in making a report of child abuse.

Information about the child(ren):

- Identifying information (e.g., name and address of child, primary caregiver, the child's religion).
- Current whereabouts of the child/family.
- Present physical and/or emotional conditions of the child.
- Any special vulnerabilities, medical conditions, communication issues.
- The name of the centre attended.

Circumstances which prompted the report:

- What was it that led to the report being made today?
- What are the sources of the information for the report?
- What are the details regarding concerns or the incident which precipitated making the report today?
- Do you know of any other relevant incident or have any other information?
- What actions, if any, have you taken prior to reporting the matter to a Children's Aid Society?

Information about the child's family and alleged offender:

- Parents: names, dates of birth, addresses, telephone numbers, places of work.
- Alleged offender: name, date of birth. If not the parent, the alleged offender's relationship to the child, address, phone number, place of work.
- Current whereabouts of the alleged offender.
- Does the alleged offender have access to the child, siblings or other children?
- What is the parents' awareness of admission or reaction to the suspected abuse and the child's disclosure?
- What is the language spoken by the parents, alleged offender?

- Are there any cultural considerations?
- The name of the child's/family's physician.
- Any concerns for family members with respect to mental health, physical illness, substance abuse, weapons and/or violence?
- Names and addresses of extended family members and others who could be supportive to the child and family.

Other Information:

- Who else has direct knowledge of the incident being reported?
- Who else may have observed the child or other incidents?
- Who else knows this family well?
- What other professionals or agencies may be involved with the child and family?

If a Staff/Student/Volunteer is Suspected of Child Abuse

If a staff/student/volunteer/parent suspects another caregiver in the Centre of abusing a child(ren) in care, she/he should inform the Supervisor of the intention to call a Children's Aid Society. If the allegations are made by a parent, inform the parent of her or his duty to report to a Children's Aid Society, and the Supervisor obligation to speak with a child protection worker.

The staff person with whom the parent spoke will immediately inform the Supervisor of the parent's allegation. If the staff person suspected of abuse is the Supervisor, then the owner of the center will be informed.

The staff/student/volunteer making the allegation will follow the reporting procedure outlined above and will complete the necessary documentation.

The person suspected of abuse will not be told by anyone about the suspicion, the intention to report or that a report has been made until after the Supervisor has consulted with a Children's Aid worker for direction.

The Supervisor will consult with a child protection worker as to what, if anything, should be done to protect a child(ren) at the Centre from further contact with the alleged abuser.

The Supervisor will notify York Region Children's Services within 24 hours of the occurrence, and submit a Serious Occurrence Inquiry Report to Barrie Region: Fax #705-812-5396 or 1-855-823-3313 or by email to Childcare_Barrie@ontario.ca

The Supervisor will immediately notify the center's owner who, in consultation with the Supervisor, Children's Aid Society and legal counsel will determine what action, if any, will be taken with respect to the suspected person's job responsibilities.

The operator will immediately contact the Centre's insurance company when abuse by a staff member is suspected.

The Supervisor will meet with the suspected person to discuss any procedures for a change in duties, responsibilities, etc. The Supervisor will follow-up with a written confirmation of any decisions and the reason for such, a copy of which is to be given to the suspected person, and a copy retained on file.

When the Children's Aid Society/Police Conduct an Investigation in the Centre

When child abuse has been reported, the investigative team may request permission from Together We Grow Inc. to interview a child on the premises. All efforts will be made by staff to cooperate with the police/child protection worker in order for the investigation to be completed in such a way as to provide the least disruption to the day-to-day operations of the Centre.

If the authorities have told any staff/student/volunteer of the intention to come to the Centre, the Supervisor is to be notified immediately.

The Supervisor will arrange for an appropriate private location for the interview to be conducted. When the authorities arrive, the Supervisor will ask for identification upon their arrival.

If a Children's Aid worker or police officer arrives unannounced, the Supervisor will ask for identification and call her or his respective office to confirm that she/he is a representative of a child protection or police service.

The police or child protection worker may determine that it would be in the best interests of the child to conduct an interview without the prior knowledge of and without the child's parent(s) present. All staff involved must respect this decision and not speak to the parent(s) until further notice.

The Supervisor will prearrange with the investigative team, if a support person from the Centre can be present when the child is being interviewed. Any support person who agrees to attend the interview will be reminded by the Supervisor that she/he may be required to attend and testify in court proceedings related to the case.

If, after interviewing a child, the investigative team feels it is necessary to apprehend the child, the Supervisor/staff/students/volunteers will cooperate. The Supervisor will clarify with the investigative team as to who will be responsible for contacting the parent(s).

The Supervisor will document the names of the investigate team, the date, time, how long the authorities were at the Centre, and any relevant outcome. The documentation will be kept in a locked filing cabinet, separate from the child's general file.

When the Children's Aid Society or Police Conduct an Investigative Telephone Inquiry

Should a staff member receive a call from a child protection worker or police officer who calls to gather information with respect to the protection of a child, that staff person will follow the steps outlined below:

- Ask the person on the telephone for her or his full name, telephone number and name of the agency that she/he represents.
- In order to ensure that the person calling is a child protection worker or a police officer, the staff member will inform the person calling that she/he will be called back immediately.

The staff member will immediately call the person back, confirming that the telephone number is that of a York Region Children's Aid Society or the police division, and that the individual inquiring about a child is a representative of the said agency.

A staff member may answer questions posed by a child protection worker or police officer and provide information over the telephone as long as the information is related to suspicions of child abuse and the protection of the child.

The staff member is to immediately inform the Supervisor of any telephone conversations that have occurred between the staff member and a child protection worker or police officer.

The staff member will document the telephone call, including the date, time and length of the call, and the name of the child protection worker or police officer. All documentation is to be forwarded to the Supervisor to be kept in the office safe, separate from the child's general file.

Further Consultation with a Children's Aid Society

Further contact with a Children's Aid Society may be initiated by a Supervisor/staff/ student/volunteer in the following circumstances:

- A worker has not responded to the individual's initial call or message.
- The individual believes that the concerns reported on behalf of the child have not been fully understood by the worker, and a second opinion from a supervisor at the Children's Aid Society is desired.
- Any further suspicions of abuse occur.
- Changes in the family situation or that of the alleged abuser are discovered.
- The child or alleged abuser transfers out of the Centre.
- The child does not return to the Centre when expected.

The Supervisor will be notified if a staff/student/volunteer re-contacts York Region Children's Aid Society. The person who re-contacted York Region Children's Aid Society is responsible for completing the documentation.

Confidentiality and Disclosure of Information to Others

Any information related to a suspicion or report of child abuse is confidential between the person directly involved, the person making the report and a Children's Aid Society. The Supervisor, in consultation with a Children's Aid Society, will give direction regarding the appropriate sharing of information with staff/students/volunteers/the operator. Discussing any information with others related to a situation of suspected child abuse outside the designated individuals is a breach of confidentiality and may leave you liable for slander.

In a case where a child has been apprehended by a Children's Aid Society, the Supervisor will speak to a worker to determine whether or not the child will return to the Centre as scheduled. The Supervisor will advise the staff and determine the best way to explain the child's situation to the other children. This will be done in such a way as to balance the child's/family's right to confidentiality with the concerns of others in the Centre.

Students on Placement at the Centre

When a student is on placement she/he is expected to follow the daycare's policies and procedures regarding child abuse.

Policy Implementation

Before commencing employment staff will sign our Personal Policy acknowledging this Policy. Placement student and volunteers will be asked to sign this Policy acknowledging stating that all the policies and procedures with respect to child abuse have been read, understood and will be followed. Updated policies and procedures will be brought to the attention of all staff/students/volunteers for their advisement and signature.

Policy Review

The policies and procedures with respect to child abuse will be reviewed annually by the Supervisor and updated accordingly.

Vulnerable Sector Screening / Criminal Reference Check

A vulnerable sector screening / criminal reference check is a precautionary measure at Together We Grow Learning & Childcare Centre designed to ascertain whether employees or volunteers providing direct service to children have a criminal history which could potentially make them unsuitable for certain positions of trust. A positive response may or may not preclude employment or volunteering with Together We Grow Learning & Childcare Centre.

Together We Grow requires that all staff members, supervisors, teachers, assistants, parents, caregivers, and volunteers, who will have direct contact with the children, must have a Vulnerable Sector Screening /

Criminal Reference Check through the York Region Police Service before beginning work or volunteer service. The cost of the reference check is the responsibility of the person obtaining the vulnerable sector screening / criminal reference check.

The Vulnerable Sector Screening / Criminal Reference Check will be mandatory for the following staff, student, and volunteer positions:

1. All new teachers hired by the school
2. All substitute teachers
3. All new students, who attend at the school as part of their training, or others who attend to do community service work.
4. All new approved duty day substitutes
5. All new volunteer parents
6. All new employees.

A new vulnerable sector check needs to be obtained, on or before every fifth anniversary after the date of the most recent vulnerable check has been issued. An offence declaration will be obtained, and signed off in every calendar year in which a vulnerable sector check is obtained. Any staff, student, and volunteer positions that is required to obtain a vulnerable sector check is required to provide the centre with an offence declaration, as soon as reasonably possible, any time he or she is convicted of an offence under the Criminal Code (Canada).

Car Seat Safety

It is the law in Ontario that children must be securely fastened in a regulated car seat while driving in any car. In the event that a staff member observes a child in an obvious violation of the law regarding a child not properly restrained in a vehicle (s)he may take action that may include communicating with the Program Supervisor, the York Regional Police Department and York Region Children's Aid Society.

Clothing

Parents are advised to please provide one or two sets of clothing for their child that will stay in their cubby. This should include clothing that is appropriate for the weather and the season and should be monitored for size and change if necessary. A complete set should include: a top, an extra sweater, pair of pants, underwear and socks. All articles of clothing must be labelled to prevent loss. Parents must also provide a blanket for nap time.

Field Trips

When Together We Grow Learning & Childcare Centre undertakes a Field Trip, the following procedures will be followed:

1. The adult/child ratio will be minimum 1 adult to 3 children.
2. The teacher will take the card file containing emergency information on each child attending the field trip.
3. All field trips will either be “walking” field trips, or a hired bus will be used to transport the students between the school and the desired location.
4. Permission forms will be distributed to the parents, and collected prior to departure.
5. All field trip locations will have access to a telephone.

Acknowledgement and Consent for Photos/Videos, and Media Consent

During the course of the program, photographs and videotaped movies of the children are sometimes taken. This may be for special days, e.g. Halloween parties, etc., for an article in the newsletter, by a parent at a class party, or for the annual class photos by a photographer invited by the school. Unless you notify the teacher otherwise in writing, when enrolling your child you are giving your consent for your child’s video or still photograph to be taken at the school.

No Smoking Policy

To maintain a smoke free environment & protect the health of all those who, work attend or visit Together We Grow we have implemented the following policy.

Together We Grow is designated a smoke free area in accordance with the smoke free Ontario act.(1),(2),(3).

Smoking or holding a lit cigarette is prohibited in all area of Together We Grow, including the outdoor play area and path ways, weather children are present or not.

- “No Smoking” signs are posted at the entrance / exit and in the washrooms in the centre.
- Notice will be given to all parents before their child is enrolled
- Notice will be given to all students and volunteers prior to providing care or guidance to the children
- A review of this policy will be conducted annually. Staff will sign that they have read and understood the behavior management policy and agree to abide by it.

Playground Policy

It is our policy to provide a safe and secure environment for the children in our care. We meet present CSA Standards - CAN/CSA Z614-98; and comply with the playground safety policy as required by the ministry.

It is requirement of Together We Grow that child care staff are required to ensure full and appropriate supervision of children in the playground area at all times ensuring a safe outdoor play environment that promotes creativity and active play for children. Staff ratios are not reduced during outdoor play on the playground. Children in care for 6 or more hours are outdoors for a minimum of 2 hours each day weather permitting. If a chidden is not able to participate in outdoor actives discussions with the Program Supervisor

will take place. Ratios must be maintained at all times. For more information please see our Playground Policy found on our website.

Parent Involvement

Here at Together We Grow we believe that families are of primary importance in a child's development and we will work closely with our families to collaborate between the home and the centre to enhance each Child's individual development. The staff are committed to developing relationships of mutual trust with the families they serve; to respect the dignity of each family, their child rearing values and their right to make decisions for their children; staff will facilitate each child's progress; and to help families understand and appreciate the value of developmentally appropriate early childhood programs.

Parents are encouraged to participate in our daily activities as it may fit into their busy schedule. To better establish relations with our families we encourage the following:

- **Parent Orientation:** Each parent new to the facility will be given a tour and have an opportunity to meet the program staff. Upon registering, parents will receive a parent handbook, which outlines all of the centre's policies, procedures, and philosophy.
- **Communication:** It is of utmost importance that parents are at ease while their child is in care. Parents are welcome to phone or drop in at any time to inquire about or visit with their child. The staff at the centre is here to support families and will help in any way with resources or information you might be seeking regarding concerns you have about your child.
- **Daily Programming:** Any parent who feels they could lend their talents or gifts to a theme or occasion is greatly encouraged to do so. There is always opportunity to enrich a theme or special event with guests or visitors. Please let staff know if you would be interested in donating your time this way.
- **Current Event Board:** A board containing the month's events, menu plans, etc. will be available to parents to review. Any suggestions will also be welcome and can be made to staff or the Program Manager.

The classrooms will provide parents with letters and newsletters. All correspondence will be placed in your child's cubby. We do encourage you to read through all information sent home as it will keep you up to date with upcoming events or notices of changes.

Supervision of Students and Volunteers

Volunteers and students play an important role in supporting staff in the daily operation of licensed child care programs. This policy for the supervision of volunteers and students is in place to help support the safety and well-being of children attending the centre.

O. Reg. 137/15 11.1 under the *CCEYA* states that every operator shall ensure that every student or volunteer at a child care centre it operates is supervised by an employee and is not permitted to be alone with any child who receives child care at the centre.