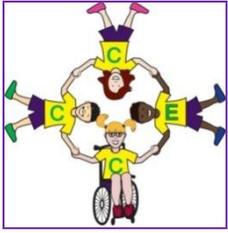


Central Eglinton Children's Centre - Family Handbook



Central Eglinton Children's Centre
St. Monica Satellite Programme
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Toronto, Ontario
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Visit our Website
[Central Eglinton Children's Centre](#)

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Bronwen Edgar
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April Kawaguchi-Brown
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Communication

Our primary method of communication is via e-mail. Please make sure we have your current e-mail address on file and also make sure you check your e-mail often.

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Introduction

Welcome to Central Eglinton Children’s Centre (CECC).

This handbook provides information about CECC’s history, policies, procedures and routines. If you have any questions, feel free to speak with our Director.

PLEASE CHECK OUR WEBSITE REGULARLY FOR UPDATES TO THIS HANDBOOK

If you wish to provide feedback or comments, you may do so in person, or by phone, e-mail, hand-written letter, or by CECC’s bi-annual survey.

About CECC

Central Eglinton Children’s Centre (CECC) is a not-for-profit, charitable organization that is overseen by the Ministry of Education (through The Child Care and Early Years Act); The City of Toronto - Children’s Services; The Toronto District School Board (TDSB) and The Toronto Catholic District School Board (TCDSB).

Programme Statement

CECC provides a secure, supportive and trusting environment in which children are recognized as being competent, capable, curious and rich in potential. It is an inclusive, play-based learning space in which children develop and grow at their own pace. The goals of our programme are to nurture independent thought and action, self-confidence, self-regulation, co-operation and social skills. We believe that families are an integral part of our programme and that by forming trusting relationships with them we provide a strong sense of belonging and collaboration. Our Registered Early Childhood Educators are knowledgeable, empathetic and skilled. They provide a curriculum based on ongoing observation of the children’s play and interactions. They see play and inquiry as key components to a balanced, comprehensive programme that fosters children’s health and well-being.

CECC has an access and equity/anti-bias policy, which promotes respect for Age, Ancestry, Colour, Race, Citizenship, Ethnic Origin, Place of origin, Creed, Disability, Family status, Marital status (including single status), Gender identity, gender expression, Receipt of public assistance (in housing only), Record of offences (in employment only), Sexual orientation.

All employees, volunteers and students, prior to commencement of employment or placement, will review the Programme Statement and sign an acknowledgement form that declares they have understood its purpose and practice. They will sign a new declaration annually and/or if there have been any changes.

Programme/ Pedagogy and Curriculum

Pedagogy is “the understanding of how learning takes place and the philosophy and practice that support that understanding of learning.” Curriculum (the content of learning) and pedagogy (how learning happens) in early years’ settings are shaped by views about children, the role of educators and families, and relationships among them. ([How Does Learning Happen? Ontario’s Pedagogy for the Early Years, 2014](#)).

How does learning happen at CECC?

Our pedagogical approach and subsequent emergent curriculum reflect our view of children being competent, capable, curious and rich in potential.

Our play-based curriculum supports how we:

- a) Promote health, safety, nutrition and well-being through our daily planning, policies, hygiene and health practices, and our comprehensive menu;
- b) Build positive, inclusive and responsive interactions amongst the children, families, staff and local community partners;
- c) Provide and promote opportunities for children to communicate effectively and build on their self-regulation;

- d) Focus on children’s social, emotional, physical, creative and cognitive development in a holistic way, valuing them as individuals and as competent contributors with their own interests and points of view;
- e) Provide environments in which children learn through exploration, play and inquiry, that are adult supported and child initiated;
- f) Provide opportunities that promote active, and passive play, rest and quiet time, indoor and outdoor play, considering the unique needs of each child;
- g) Foster the engagement of, and ongoing communication with, families about their children and the programme, through daily logs, “Storypark,” bi-annual parent/teacher chats;
- h) Involve local community partners and allow the partners to support the children, their families and staff;
- i) Encourage self-reflection, discussion, and ongoing collaboration among our educators through continuous professional learning;
- j) Engage with families, using their values, strengths, contributions and unique perspectives in the delivery of our curriculum; and,
- k) Document and review the impact of the above strategies on how they affect the children and their families.

Location and Facilities

We occupy space in two schools: Eglinton Public School and St. Monica’s Catholic School. An important advantage of being in a school is that children can make the transition from child care to school without leaving the building. CECC’s Registered Early Childhood Educators (R.ECES) and the teachers at Eglinton Public School and St. Monica’s School endeavour to ensure that we work together to provide the best possible care and education for our shared children.

St. Monica’s Satellite Programme is an integral part of CECC. It is treated as an extension of our main site at Eglinton Public School. Staff, equipment and budget are shared between sites. Often, the staff and children from St. Monica’s will visit Eglinton for special events, staff meetings, etc. St. Monica’s programmes may operate at Eglinton on shared professional development days, March Break and Christmas Break. St. Monica’s families may register for Summer Camp operated from our Eglinton site.

Programmes

Toddler Programme – Eglinton Site

- From 18 months
- Maximum 15 children per room
- Staff to Child Ratio 1-5
- 7:30 a.m. – 6:00 p.m. (Monday to Friday)
- 12 month programme
- Closed statutory holidays and one week before Labour Day
- Snacks and lunch included
- Children move to Pre-School when space allows

Pre-School Programme – Eglinton Site

- From 30 Months
- Maximum 16 children per room
- Staff to Child Ratio 1-8
- 7:30 a.m. – 6:00 p.m. (Monday to Friday)
- 12 month programme

- Closed statutory holidays and one week before Labour Day
- Snacks and lunch included

Kindergarten Programme – Before and After Care – Eglinton Site

- Attending Junior and Senior Kindergarten at Eglinton Public School
- Maximum 20 children per room
- Staff to Child Ratio 1-10
- 7:30 a.m. – 9:00 a.m. and 3:15 p.m. – 6:00 p.m. (Monday to Friday)
- 7:30 a.m. – 6:00 p.m. on PD Days, March Break, Christmas Break
- 10 month programme
- Closed statutory holidays and one week before Labour Day
- Snacks included
- 3rd Party Before and After Care Provider, contracted by the TDSB, contract renewed annually

Kindergarten Programme – Before and After Care – St. Monica Catholic School

- Attending Junior and Senior Kindergarten at St. Monica Catholic School
- Maximum 26 children per room
- Staff to Child Ratio 1-13
- 7:30 a.m. – 9:00 a.m. and 3:30 p.m. – 6:00 p.m. (Monday to Friday)
- 7:30 a.m. – 6:00 p.m. on PD Days, March Break, Christmas Break, Children may attend Eglinton Site
- 10 month programme
- Closed statutory holidays and one week before Labour Day
- Snacks included
- 3rd Party Before and After Care Provider, contracted by the TCDSB, contract renewed annually

Kindergarten Summer Programme – Eglinton Site – Please see Appendix B

- Open to all children attending Junior and Senior Kindergarten in the June before the programme begins
- First come, first served
- Maximum 20 children per room
- Staff to Child Ratio 1-10
- 7:30 a.m. – 6:00 p.m.
- July and August
- Closed statutory holidays and one week before Labour Day
- Snacks included
- Cost of field trips included

School Age Programme – Before and After Care - Eglinton Site

- Attending Grades 1-5 at Eglinton Public School
- Maximum 30 children per room
- Staff to Child Ratio 1-15
- 7:30 a.m. – 9:00 a.m. and 3:30 p.m. – 6:00 p.m. (Monday to Friday)
- 7:30 a.m. – 6:00 p.m. on PD Days, March Break, Christmas Break
- 10 month programme
- Closed statutory holidays and one week before Labour Day
- Snacks included
- 3rd Party Before and After Care Provider, contracted by the TDSB, contract renewed annually

School Age Programme – Before and After Care – St. Monica Catholic School

- Attending Grades 1-6 at St. Monica Catholic School
- Maximum 30 children per room
- Staff to Child Ratio 1-15
- 7:30 a.m. – 9:00 a.m. and 3:30 p.m. – 6:00 p.m. (Monday to Friday)
- 7:30 a.m. – 6:00 p.m. on PD Days, March Break, Christmas Break, children may attend Eglinton Site
- 10 month programme
- Closed statutory holidays and one week before Labour Day
- Snacks included
- 3rd Party Before and After Care Provider, contracted by the TCDSB, contract renewed annually

School Age Summer Programme – Eglinton Site – Please see Appendix B

- Open to all children attending Grades 1-6, in the June before the programme begins
- First come, first served
- Maximum 30 children per room
- Staff to Child Ratio 1-15
- 7:30 a.m. – 6:00 p.m.
- July and August
- Closed statutory holidays and one week before Labour Day
- Snacks included
- Cost of field trips included

CECC may move you children between rooms of the same age group, depending on developmental and/or operational needs.

Admission to CECC

Wait List

As there is a high demand for space in CECC, the details of families who would like to register in one of our programmes, will be kept on a wait list. This does not guarantee a space in the programme, as our wait lists can be extensive. CECC does not charge for families to be placed on the list.

The Director reserves the right to manage the wait list in the best interest of CECC. Admission will be granted at the Director's discretion based on programme needs and space availability.

To add your child to our waitlist, please submit an email to centraleglinton@rogers.com with the following information:

- Your child's name
- Child's date of birth
- Home address
- Phone number
- Requested Programme
- Preferred start date
- Preferred School

Priority

For admission purposes, CECC's priority is to fill spaces with full time children who live in our schools' districts.

Priority is given in the following order:

1. Children of CECC, Eglinton and St. Monica's School staff (considered in-district)
2. Children who have had permission to attend Eglinton or St. Monica's from the schools' principals
3. Children moving within CECC's Programmes -Toddler/Pre-School
4. Siblings of children enrolled in CECC's Programmes, living in school district
5. Children on CECC's Full Time wait list, living in school district
6. Children on CECC's Part Time wait list, living in school district
7. Siblings of children enrolled in CECC's Programmes, living out of school district
8. Children on CECC's Full Time wait list, living out of school district
9. Children on CECC's Part Time wait list, living out of school district

Please note, admission to CECC's Toddler and Pre-School Programmes does not guarantee space in the affiliated elementary school

Admission

If a space is available, you will be notified by email and given a deadline by which to respond. If no response is received, an effort will be made to notify you by phone. If no contact is made or the deadline is missed, your child's name will be removed from the wait list.

- If you are unable to take the space at the time offered, but would still like a space at some point, we will allow you to keep your priority on the wait list. If you decline for the second time, we will remove your name from the list, or you may choose to have your name moved to the bottom of the wait list.
- If you accept, you will be given a deadline by which the deposit and forms must be submitted to secure space. If the deadline is missed, your child's name will be removed from our wait list and the space given to another child.

Registration

To register, you must complete the following information and return it to CECC:

- Application Information (Registration Package)
- Proof of Address i.e. lease, utility bill
- Immunization Record (Yellow card from doctor)
- Allergy and/or Medical information (if applicable)
- Medications i.e. EPI Pen, Antihistamine, Asthma Medications (labeled with child's name, and doctor's prescription)
- Treatment Plan (Medication), signed by your doctor (if applicable)
- Subsidy Absence Information Form (if necessary)
- Cheque for a "refundable deposit," equal to two-weeks fees, Deposit will be refunded with sufficient notice, 1 month
- Post-dated cheques, dated for the 1st of each month

Please Note: If there are any changes to your contact information or your child's medical information after submitting your application, please inform CECC immediately.

Annual Re-Registration

In Feb/March each year, our enrolment for the following September is determined.

To reserve a space for the following year you will need to return the following by the deadline, approximately one week after distribution:

- Application Form (1 double-sided page – updated and signed)
- Post-dated cheques, dated for the 1st of each month
- Payment of outstanding fees and deposits, if applicable
- Updated Allergy/Medication information, if applicable

Please Note: After the deadline, remaining spaces are offered to families on the wait list. If your registration is returned late, your child's space for the following September will not be guaranteed, and your child's name will be added to our wait list.

CECC's priority is to serve the families of children within our schools' catchment areas. Therefore, if you move out of the catchment area once you have been admitted, you will be asked to make alternate care arrangements as soon as possible, no later than June 30 of that school year. Your child will not be eligible to re-register for another year if you are not living the catchment area.

Part Time Space

CECC's priority is to fill our spaces with Full Time children. If the full time wait list has been exhausted, we may arrange partnerships to fill spaces with children from our part time wait list. These part time spaces will only be guaranteed September - June or August (for the Toddler and Pre-School families).

If you wish to transfer to a full-time space, you will be placed on the full time wait list based on the date you were originally added to the part time list.

If your child is sharing a kindergarten or school age space, you may request to attend on PD days and holidays through our Director/Assistant Director, if there is space, then an additional fee based on the summer programme daily rate will be required

Age Limit

Eglinton - Children will be eligible to stay with CECC until the last day of August (or the end of Summer Camp), in the year in which they turn 11 (or the end of Grade 5)

St. Monica - Children will be eligible to stay with CECC until the last day of August (or the end of Summer Camp), in the year in which they turn 12 (or the end of Grade 6)

Special Needs Inclusion

If your child has needs which may require extra resources, staffing, and/or special equipment, please speak with us prior to registration on our waitlist. We will arrange to speak with you to get a better sense of your needs, and if we can accommodate them. If your child is already involved with another agency, we may ask you to sign a permission form that allows sharing of information between CECC staff and the agency.

If, after meeting with you, the staff determine that CECC may not be the best option for your child, we will try to help you with alternative child care arrangements by working with our community partners, Toronto Children's Services, and if the child is school age, with the school.

If it is determined that we can accommodate your child's needs, we will meet with you at registration time to formalize a plan. Please see CECC's Special Needs Policy, available in CECC's office and our website.

Busing

We cannot accept students who are bussed due to staffing limitations. Your child must be signed in and out of the programme by a person no younger than 14 years of age.

Welcome Visits

Prior to starting CECC, a meeting will be arranged between you and the staff from the room in which your child will be enrolled. Staff will use this opportunity to get to know you and your child a little, to gather information pertinent to your child's care, and to answer any questions you might have.

- Toddler/Pre-School - We suggest that the visit be held somewhere that your child feels at ease, usually in your home, or a favourite park. We will do our best to accommodate your family's schedule.

- Kindergarten/School Age – We will arrange a brief introduction meeting with our staff
- Prior to attending, you will also need to attend a mandatory orientation session.

Fees

Fee Review

Fees are determined by the Board of Directors and are payable one month in advance. The Board of Directors, through CECC's Treasurer, will communicate information about finances/fees at the Annual General Meeting. CECC will notify you, whenever possible; at least one month in advance of any fee changes (Section 9.1 of CECC's By-Laws).

Method of Payment

CECC only accepts cheques or money orders, no cash payments. Cheques dated for the 1st of each month, made payable to CECC are required upon registration.

Deposit

With the exception of our Summer Programme, a deposit cheque is payable upon registration and will be held in CECC's non-interest bearing account. It will be returned to you provided proper notice of withdrawal is given.

Notice of Withdrawal

Families attending CECC for more than three months:

To withdraw from CECC without penalty, you must give one full month's written notice. If sufficient notice is not given, you will forfeit your full deposit. On your child's last day, you will receive any post-dated cheques, and your deposit. If you have outstanding fees, they will be deducted from your deposit.

Families attending CECC for fewer than 3 months:

One month's written notice is required to withdraw from CECC. On your child's last day, you will receive any post-dated cheques, and your deposit, minus a \$100 administration charge. If you have outstanding fees, they will be deducted from your deposit.

Absence Due to Illness or Vacation

CECC employs staff based on the number of children in each of its programmes. If your child is absent due to illness or vacation, there is no reimbursement of fees.

Late Payment

Cheques are deposited on the 1st day of the month, or the weekday closest to the 1st. If we receive payment after the 1st of the month, a surcharge of \$25.00 will apply to each cheque. The late cheques will be deposited on the next visit to the bank. Unless you have made specific arrangements with CECC's Treasurer or Director, failure to pay your fees within one month of the due date may mean automatic withdrawal of your child from his/her programme. If you pay all outstanding fees, your child will be reinstated providing there is space.

If you leave CECC, you are responsible for settling all unpaid debts. If you default on payment, CECC shall pursue any reasonable means to recover the debt.

N.S.F. Cheques

Parents must pay a \$25.00 service charge per N.S.F. cheque. If CECC receives one Non-Sufficient Funds (N.S.F.) cheque, future payments may be required by money order or certified cheque.

City of Toronto Subsidies

Families who receive City of Toronto Subsidies are entitled to take up to thirty-five (35) days off within the calendar year (January-December). This will include time due to illness or vacation. If you have subsidy, you will be required to sign an acknowledgement form, stating you will adhere to the policy.

Please note: If you take more than thirty-five days, you must pay CECC's full fee rate for the extra days. (See CECC's Fee Schedule on the website)

Income Tax Statements

Income tax statements of fees paid will be provided to all registered users of CECC's programmes, before the end of February in the following year. If your family leaves CECC before the tax receipts are issued, please contact our office to have yours sent. Please ensure that CECC has your correct address.

Days of Operation

Holiday Closures

Holiday	Dates Closed
New Year's Eve*	December 31 (may close for ½ or full day)
New Year's Day *	January 1 (or the closest week day)
Family Day	3 rd Monday in February
Good Friday	March or April depending on Calendar
Easter Monday	March or April depending on Calendar
Victoria Day	May depending on Calendar
Canada Day	July 1 st (or closest week day)
Civic Holiday	1 st Monday in August
Preparation Week	Week preceding Labour Day
Labour Day	September depending on Calendar
Thanksgiving Day	October depending on Calendar
Christmas Eve *	December 24 th (may close for ½ or full day)
Christmas Day *	December 25 th (or closest week day)
Boxing Day *	December 26 th (or closest week day)

Christmas Holidays

*CECC may be closed for part or all the Christmas Break. This is determined by the Board of Directors and the School Boards. Notice will be given prior to the holiday.

Please Note: The Board of Directors may approve other closures throughout the year. These will be communicated to you through email communications, as well as postings in the classrooms.

Preparation Week – The week before Labour Day

The week before Labour Day each year, CECC closes all its programmes. During this week, the staff prepare for a new school year.

Emergency Management Protocols

Fire or Evacuation

If CECC has to evacuate the building due to fire, flood, outbreak etc. we will follow the directions of the school board, as directed by the public health department or fire marshal. We may go to an evacuation site, determined by the school boards. If school is not in session and we have to evacuate, we will go to the following sites:

- Eglinton site – St. Peter's Church, 817 Mt. Pleasant Road, M4P 2L1 or,
- St. Monica site - St. Monica's Church, 44 Broadway Avenue, M4P 1T4

If an emergency evacuation occurs, we will contact you via e-mail and/or phone.

There may be occasions in which safety concerns will cause the school board, or CECC, to close the Centre (ex. Flood, severe weather, work actions etc.).

If we are unable to return to the Centre after more than five days, we will try our best to find alternate locations, which meet the Ministry of Education's Licencing requirements.

Please note: Although we will try our best, we cannot guarantee that suitable alternate locations will be found, or that we will be able to accommodate all age groups/programmes.

In the cases where CECC has to close, as we will continue to have the same financial responsibilities, we will be unable to refund fees.

Communication – Closure

Early or Unplanned Closure - We will contact you or your emergency contacts via e-mail and/or phone.

Planned Closure - We will contact you or your emergency contacts via e-mail, CECC staff will remind you of the closure at drop off/pick up time; those families we haven't reached will be contacted via phone.

Weather Conditions, Teachers' Work Actions or Other Short Notice Closures - Please check the radio or television news for updates. Information will also be found on the [TDSB](#) or [TCDSB](#) websites.

We will also leave any updated information on the answering machines at St. Monica's and Eglinton. St. Monica 416 544-0059 Eglinton – 416 440-0383

School Board Work Action

If there is a full walk out by teachers or support staff, our operation is contingent on the instruction of the TDSB or TCDSB as follows:

If the TDSB or TCDSB allows us to occupy the school, CECC will operate for a shorter day: 8:30 a.m. to 5:30 p.m. This will allow us to maintain safe child/staff ratios. To do this, we will need at least 24 hours of notice to arrange staffing, classroom and nutritional logistics. If we do not receive notice, please be prepared for us to close for the day, and re-open once we have made the necessary arrangements. If the TDSB or TCDSB makes the decision to close schools entirely, and we do not have access to our facility, CECC will unfortunately be unable to provide child care for the duration of the closure. Moving the children, supplies and equipment will not be feasible.

Pick-up and Drop-off

Arrival and Departure

CECC's hours are from 7:30 a.m. to 6:00 p.m. As a safety precaution, you must sign your children in and out, on the parent portion of the classroom attendance, when they arrive and leave. The staff will record the times your children enter and leave on the teachers' attendance. Your child's R.ECE will direct you to the location of the attendance book on your first day. Please note: CECC is not responsible for your child if he/she is not signed into one of our programmes.

Children under 10 years must be escorted to and from childcare by a person no younger than 14 years of age. For children over 10 years to come to, or leave CECC on their own, you must sign a form waiving CECC of any responsibility.

If your child is going to be absent, please notify CECC by 10:00 a.m. Also, you must notify staff if someone other than you is to pick-up your child. Please ask the person to bring picture identification to produce to staff upon request.

After-School Programmes

If you wish your child to participate in after-school programmes offered through St. Monica's or Eglinton Schools, you will be required to sign a waiver freeing CECC from liability until your child is in our direct care.

Permission to Enter and Leave CECC

If your child is over ten years old, you may sign a waiver giving him/her permission to travel to and from CECC without an adult escort.

Late Pick-Up

All children must be signed out and leave CECC by 6:00 p.m. according to our classroom clock. It is extremely important that children attending CECC are picked up on time. Our staff are paid only until 6 p.m. If they have to stay after hours, they do not get paid.

In case of an emergency, you must call CECC to inform staff that you may be delayed or unable to pick-up your child. Calling in advance does not waive the late fee. We encourage you to establish back-up arrangements with friends, other parents and/or family. The names of the backup persons should be listed on the release form in your child's file. If someone other than you, or those listed in our files, is to pick-up your child, you must inform CECC. The person must provide CECC staff with photo identification.

Staff members are prohibited from being emergency pick-up persons.

If your child is not picked up within an hour of the Centre's closing, CECC will fulfil its legal obligation to call the Children's Aid Society (C.A.S.) and/or the Police. C.A.S. will provide a safe place for your child to stay until he/she is picked up by you.

If you, or your designate have not signed your child out by 6:00 p.m.

- Eglinton: You will need to see the staff in room 105 to sign out and pick-up your child
- St. Monica: You will need to see the staff in room 119 to sign out and pick up your child

You will be charged the following financial penalty:

- The first 5 minutes or any part thereof: \$10
- Each minute thereafter: \$2

*There will be one charge for siblings in the same family.

All penalties must be paid to CECC's Director/Assistant Director (Acting Supervisor at St. Monica's) the following morning for your child to return to care. A child will not be admitted back into care until the appropriate late penalty fees are paid.

In addition to the late charge, we will apply the following if your child is not picked up on time:

1st occurrence in CECC's year September – June (July & August - Summer Camp)

- You will be given a copy of the Late Fee Policy

2nd occurrence

- You will receive a reminder letter from the Board of Directors

3rd occurrence

- A \$50 surcharge will be applied to your monthly fee, payable to CECC by cheque

Recurring lateness after the 3rd occurrence may, at the Board of Directors' discretion, result in increased penalty charges or withdrawal from CECC

Parking

Eglinton

There is no parking in Eglinton School's loading area. You may drop-off and pick-up in the Drop-Off Zone on Brownlow Avenue, for a maximum of ten minutes. Please note: you will receive a parking ticket if you park in the busing zone or block the garbage container.

St. Monica's

There is no parking at St. Monica's School. You may use the St. Monica's Church parking lot for drop-off and pick-up only. You may need the Church's permission.

Strollers

The accommodation of strollers at our Eglinton site is limited to a small space in the front entrance of the school. Please label with your child's name, fold your strollers and leave them in the marked area. We need to keep a wide space, for entrance and egress, as per the directions from the Toronto Fire Department. Please pay attention to this rule, as the school or fire department may revoke this privilege if it is abused.

During the Day

Communication

Daily Charts

The Toddler and Pre-School children will have daily charts, through which the staff will communicate their eating, toileting and resting/sleeping routines.

Storypark

Storypark is a private online service that helps teachers, parents and families work together to record, share and extend children's learning. We use it to capture your child's development by posting photos, videos, stories, moments, notes and responses. Families of children in The Toddler, Pre-School and Kindergarten programmes may participate by completing the necessary forms.

Newsletters

Information about daily learning and activities will be communicated through a monthly newsletter.

Nutrition

Our menus are planned according to the Canada Food Guide. Seasonal menus are posted in each classroom. You may download a copy from our website.

CECC needs to monitor the food we serve for nutritional value and allergens. Therefore, we only serve food prepared on our premises or food purchased from one of our recognized retailers or wholesalers.

CECC serves a light snack from 7:30 a.m. to approximately 8:15 a.m. It was initiated for the children who do not have the opportunity to have breakfast before they leave home. It is not a breakfast replacement.

On PD Days, the Kindergarten and School Age Children are required to bring their lunches. Lunches eaten in CECC, on P.D. days or holidays, will be checked by the staff. If we find foods that may cause allergic reactions or are not part of a nutritious meal, we will replace them with a healthier option.

Please do not bring any food, other than the kindergarten or school age lunches, to CECC. If your child requires a snack when you drop off or pick-up, please allow them to eat it off CECC's premises.

Please note: We do not have microwave ovens available for classroom use.

Please make sure you transport your child's lunch in a thermal bag with an ice pack. Lunch boxes and bags must be labelled with your child's name. Please make sure you do not include nuts or nut products in your child's lunch.

Ministry of Education Guidelines

The Ontario Ministry of Education, under The Child Care and Early Years Act suggests that the meals for children in care for more than 6 hours should consist of the following:

1. Fruit and vegetables 2-2 ½ fruit to 250-300 ml
2. Grain products 1 ½ - 2 ½ slice or 175-450 ml
3. Milk products 250 – 375 ml

4. Meat or alternative 60 – 90 g

For children who bring their own lunch, the meal should consist of the following:

1. Fruit and vegetables ½ -1 fruit to 80 - 120 ml
2. Grain products ½ - 1 slice or 50 - 125 ml
3. Milk products 125 – 175 ml
4. Meat or alternative 30 – 60 g

Foods for lunch should contribute not only to your child's nutrient needs, but also to good dental health. If a child forgets his/her lunch, we will provide a balanced meal. We hope this happens infrequently.

We make every effort to purchase healthy foods that have whole grains, unrefined sugar, low sodium and, whenever possible, organic. Fruits, Breads and Vegetables may vary depending on availability. Crackers, cheese and yogurt are available as an alternative. Toddlers are served whole milk and milk products. In addition, alternatives will be offered to children who have Allergies, Religious Preferences, or are Vegetarians.

Food Allergies

Although CECC makes every effort to accommodate needs of children with food allergies, please keep in mind that we cannot guarantee an allergen-free environment. If your child has food allergies or is on a special diet, you should notify, in writing, CECC's Director so that special arrangements can be made. If there are any changes in your child's allergy status, you must inform CECC in writing.

Birthdays

To help include everyone in birthday celebrations, each class will prepare a special snack and/or activity. Therefore, please do not send treats.

CECC does not host birthday parties. We will provide you with a class list in the fall (and upon request thereafter) so that you may send invitations to classmates. If you would like invitations to be handed out, please give them to the staff to ensure that they are distributed discretely.

Holiday Celebrations

Our celebration of holidays and special days is in response to the experience and interests of each child and his or her family and community.

Activities related to holidays and special days will be simple, meaningful, open-ended and reflective of children's development and knowledge. We welcome your input and/or participation.

Special Events

Throughout the year, CECC organizes field trips and special activities, concerts, special guests etc.

Photographs, Videos and Audio Recordings

From time to time, we may take photographs, use videos, or make recordings of your child. The photographs etc. will be used for activities or displays in our classrooms, and for our emergency field trip binders. They will not be used for any other reason, without your permission. Please see the permission form in your application forms.

Please note: When your children are under CECC's supervision, i.e. in the classroom, playground or on excursions, you may not take photographs etc. of any of the children other than your own. It is understood that at special events you may take photographs, or videos of the performance or activities.

Clothing

Much of our programme involves "messy" play. Children need to be dressed in comfortable 'play' clothing so they can fully participate. Please send one or two extra sets of clothing with your child.

Please also ensure your child is equipped with indoor and outdoor footwear. All footwear should have a covered front and, at least, a strap on the back. Running shoes are best. Please do not bring slippers or Croc-type footwear as they are not safe for running.

Please make sure that all clothing and footwear are clearly marked with your child's name. While our staff are careful, they cannot be responsible for loss or damage to belongings.

All children must have adequate clothing appropriate for outdoor activities in all types of weather. This should include:

- neck warmer, (no scarves please)
- hat, (no strings please)
- snow pants,
- waterproof mittens,
- coat,
- waterproof, warm boots,
- raincoat and rain boots, please no Croc type boots

During the warm months please supply:

- sunscreen – must be in its original bottle, please no spray sunscreen
- sun hat, with a brim
- shoes/sandals with straps, please no flip flops or Croc type sandals

Please Note:

If you have agreed to provide sunscreen from home, and we have not received it, we will not apply CECC's sunscreen.

When we take your child outside, we will try to ensure he/she stays in the shade.

If you do not provide a hat and we do not have any spare, when we take your child outside, we will try to ensure he/she stays in the shade.

Toilet Training and Diapers

We will change your child 3-4 times per day as part of our regular routine. Please maintain a supply (6+) diapers in your child's cubby always, as well as three or four full sets of clothing. You will need to provide any diaper creams, etc. that

you would like used. Please make sure that they are clearly labelled with your child's name. Please note: prescription creams, etc. will require that you complete a medical form. Creams, etc. must include a doctor's note or prescription on the label.

When your child begins to show signs of toilet readiness, please speak with his/her teachers so that we can collectively work out a plan of how to proceed with toilet training. Our teachers will offer suggestions as to strategies that may work and are feasible in our setting. While children are training, please be sure to provide 5-7 sets of underwear, pants socks in your child's cubby every day. Please note: As we are unable to adequately disinfect, we do not use potties.

Soiled Clothing and Bedding

Soiled clothing and bedding will be placed in a tied bag in your child's cubby for you to take home for laundering. If your child is given spare clothing, please launder and return to CECC.

Bottles

As recommended by The Canada Food Guide, we provide Homogenized milk for the children under 2 years of age and 2% for children over 2 years. If you are providing expressed breast milk (EBM) for your child, please ensure that the bottles are clearly labelled with the child's name, date, and mother's name. By the time children start our Toddler and Pre-School Programmes, we hope they are mostly weaned from bottles, and are using a sippy cup or regular cup. We do understand that there will be a period of transition as your child settles into the programme, and he/she may still need the comfort of a bottle. If so, please ensure your bottles are clearly labelled with your child's name. We will store them in the classroom fridge. Please take the used bottle home every evening to clean and refill. CECC will provide labelled sippy cups for children in our Toddler room.

Soothers

We encourage you to wean your child of soothers/pacifiers before starting our programmes. We do understand that there will be a period of transition as your child settles into the programme, and he/she may still need the comfort of a soother/pacifier. If so, please make sure you provide us with two clearly labelled soothers in a Ziploc-type bag or container.

Toys from Home

Our rooms are equipped with a wide variety of toys and equipment. To avoid loss, damage or unhappiness, please do not bring home toys to CECC, except for a soft toy, without any strings, for rest time.

Rest Time

Regular sleep or rest times are essential for healthy development. We believe children need a comfortable, calm environment to enable them relax and refresh. CECC complies with the requirements of the Child Care and Early Years Act, please see Appendix C.

Outdoor Play

Outdoor play is an essential part of CECC's daily programme. We follow the directions mandated by The Child Care and Early Years Act... "Each child over 18 months of age that is in attendance (in CECC) for six hours or more in a day plays outdoors for at least two hours each day, weather permitting..." Kindergarten and School Age children in our before and afternoon school programmes spend at least 30 minutes per day, outdoors or engaged in physical activities. Unless there is a weather warning, or the temperature is below -10° C, we will go outside. In the summer, we will play outside unless the temperature is above 30° C. Once it is warm enough outside, we will provide drinking water in the playground.

Please ensure your child's clothing accommodates all weather conditions and check our Health and Safety Baseline Health Check, Page 28 Excursions

From time to time CECC staff may take your child on a neighbourhood walk to visit the store, a local seniors' home or to a community event, etc. We will try to give you notice, but sometimes these trips may be spontaneous.

We may also plan excursions outside our neighbourhood, using public or private transportation. You will be informed in advance of these trips and you will receive a permission form to sign.

You may act as a "Trip Support Escort" for any one of our excursions if we have space and if you have the following:

- A recent Vulnerable Screening Clearance (VSC) from local Police Service
- Have read and signed our volunteer protocol sheet

During warm weather, we may use sprinklers and water squirters. We will take the children to local parks that have splash pads. We also may take the children to outdoor pools or shallow lakes. We always engage extra staff and life guards when necessary. We adhere to child/adult ratios recommended by the Life Saving Society.

Babysitting - Employees

Due to possible conflicts of interest, CECC staff, volunteers and/or student teachers or any other persons having direct contact with the children are not permitted to partake in private babysitting for families enrolled in CECC.

Health and Safety

Daily Baseline Health Check and Communicable Diseases

One of the biggest challenges with group care is to keep everyone healthy. We need your help. If your child exhibits symptoms of ill health, please keep him/her at home. We are required to keep records of illness in the Centre, so please send an email or call to let us know your child's symptoms and if he/she has been seen by a doctor.

In accordance with The Child Care and Early Years Act, every child will be visually checked by a staff member to ensure that he/she is free of symptoms of ill health. The daily "Baseline Health Check" is necessary to prevent the spread of communicable diseases and to protect the ill child. Staff members have the authority to refuse to accept any child who, in his/her opinion, is not well enough to attend CECC that day. You will be asked to take your child home.

If your child exhibits symptoms of fever or general ill health, or cannot fully participate in the programme, including outdoor play, you will be notified and asked to pick-up him or her within a reasonable amount of time. Your ill child will be isolated from other children in CECC's office or in Room 119 at St. Monica's School, until you arrive. He/she must stay at home until he/she has been symptom free for a minimum of 24 hours, with the exception of vomiting and diarrhoea, which requires a minimum of 48 hours symptom free.

According to Provincial guidelines, outbreaks of certain infections will be reported to the Public Health Department. Serious infections will be dealt with in consultation with The Public Health Department. A list of communicable diseases that we must be report is in each classroom.

If two or more children or staff show the same symptoms of ill-health at the same time, we will inform the Toronto Public Health Department. On its order, children/staff may be sent home for a period of at least 48 hours or until permission for them to return has been given by their physician or Toronto Public Health.

See Appendix E for information about responses to specific illnesses.

Medical Records

Before a child starts our programme we must have a complete medical form that shows the child's record of immunization. An annual check is made by the Ministry of Education to see whether all required immunizations are up to date. Please keep immunization records up-to-date and inform CECC's Director, in writing, if there are any changes.

If your child has an affidavit exempting him/her from immunization, he/she will be sent home for the duration of any Public Health declared outbreaks of illness (where applicable). Please note: fees will not be refunded.

Medication

The staff can only administer medicine that has been prescribed by a doctor and only if authorized in writing by you. If your child is on such medication, you will be asked to complete an authorization form. Directions are to be clear and the medicine is to be in its original container, with the doctor's prescription and with your child's name clearly legible. If your child needs daily medication for an illness or condition such as asthma, a treatment plan must be completed. The plan must include the reason medication is required, the signs and symptoms of the illness, the medication name,

dosage, dates and times to be administered, side effects of the medicine, your signature and a place for the administering teacher to sign. The medication must have a doctor's prescription/note attached. As a precaution, please give your child the first dose of a new medication at home.

Allergies

CECC makes every effort to accommodate needs of children with allergies. Please keep in mind that we cannot guarantee an allergen-free environment for your child.

Prior to enrolment, we will discuss the signs, symptoms and treatment protocol for your child. We, along with you, will develop an individual treatment plan and emergency procedures for your child. The medication must have a doctor's prescription/note attached. The plan must be in effect before your child's first day with CECC. Please ensure you provide the current medication, with a visible expiry date.

Your child's plan, along with a photo of him/her, will be posted in CECC's classrooms and kitchen. A copy will also be kept in the classroom and office's emergency binders. If there are any changes to your child's allergies/individual treatment plan, please provide a letter describing the changes.

CECC encourages you to ensure your child wears a Medic Alert bracelet that states his or her allergy/ies and the location of his/her medication, i.e. epinephrine -Epi-Pen/s (if applicable).

Training

If your child has an anaphylactic allergy, you will be requested to train CECC's Director or designate on the symptoms and treatment of the anaphylaxis. You may also give a third party medical practitioner permission to train CECC's staff.

All staff, student teachers and volunteers will be trained to recognize the signs, symptoms and treatment of your child's allergy. The names and dates of the training will be recorded and kept in your child's file.

Epinephrine – EPI Pens

If your child requires an EPI Pen (Epinephrine), you must provide CECC with one, or preferably two, before his/her first day. The EPI Pen must be labeled with a doctor's prescription, your child's name, the expiry date and the dosage. The EPI Pen will be stored in a First Aid pouch, with the emergency back-pack, which will be accessible always. In cold weather, the First Aid pouch will be carried around the waist of one of the teachers. If you wish your child to carry his/her own EPI Pen, a doctor's note must be attached to the treatment plan.

Accidents

Minor Accident

- Staff will treat the injury and complete an "Injury Report" for you to see and sign at pick-up time. We will keep it on file to track patterns, and areas that may need attention.

Suspected Head Injury

Even if it is considered minor, CECC's staff will contact you. An "Injury Report" will be completed for you to see and sign at pick up time.

Serious Accident

- You or your emergency contact will be informed immediately. If required, a staff member, by foot or taxi, may escort your child to the nearest hospital or medical centre. He/she may have to be transported to a hospital by ambulance. You will be asked to meet them there. We are no longer able to keep your child's health card number on file, in accordance with the Personal Health Information Protection Act, 2004. Therefore, if we have to take your child to a medical centre and we are unable to contact you, we will pay any applicable fees, with the understanding that you will reimburse CECC in full. An "Injury Report" will be completed for you to see and sign. If the accident is life-threatening, CECC will report it to the Ministry of Education and the City of Toronto, Children's Services department, as a "Serious Occurrence."

First Aid and CPR Training

It is CECC's policy to ensure that our staff and student teachers have up-to-date training in first aid and CPR.

Smoke Free Centre

CECC is a smoke free facility. Smoking is prohibited in the building - Eglinton and St. Monica's sites - or within the school playgrounds, or immediate premises. If you join your child's class on excursions, smoking is not permitted in the presence of children or within their view.

Hand Hygiene

To help curb spread of disease and illness, when you enter a classroom for drop off/pick up etc., please make use of the hand sanitizer or wash your hands.

Biting

As per Toronto Public Health's Policy:

If the skin is not broken, we will wash the wound with soap and water, and apply a cold compress to soothe the child who was bitten.

If the skin is broken, we will:

- Observe both children to see if there was any blood involved,
- Allow the wound to bleed gently without squeezing,
- Clean carefully with soap and water and apply first aid,
- Inform you as soon as possible (within 2 hours if possible),

Staff

Our programmes are staffed by a team that includes:

- Administrators – Director/Assistant Director
- Registered Early Childhood Educators (R.ECEs) that are registered with the College of Early Childhood Educators of Ontario, and in compliance with its Code of Conduct and Standards of Practice
- Early Childhood Education Assistants who are in training to be R.E.C.Es
- Supply R.ECEs and Assistants who work with us on a regular basis
- Food Services Personnel – Our Cook, Assistant Cook and Dishwashers
- Student Early Childhood Educators from Early Childhood Education Programmes at George Brown College, Ryerson University and Guelph/Humber
- Volunteers seeking practical experience with groups of children
- Trip Support Volunteers, parents, family members or family friends who occasionally assist us with supervision on Field Trips. The trip support person is only responsible for his/her own child/relative/friend
- Programme Guests family members or other community contacts who occasionally join our programmes to share a special skill

Supervision of Children

At all times, student early childhood educators, volunteers, trip support or programme guests will be under the direction of a designated CECC staff member. They will not be left alone with the children and will not be counted in staffing ratios.

Only CECC staff will have unsupervised access to the children.

Employment or Placement Requirements

For the safety of our children, CECC staff, student teachers and volunteers who regularly work directly with our children are required to undergo:

1. A Police “Vulnerable Screening Check,” (VSC) that must have a “Satisfactory” result. The VSC must be given to CECC’s supervisor/assistant supervisor. Police checks will be repeated every five year, and staff will sign a declaration of offences for in each of the other years, within the five-year period.
2. A “Fit-to-Work” Medical and Immunization Check
3. Standard First Aid/CPR Certification

Early Childhood Educators must be registered, and in good standing with the College of Early Childhood Educators. They, in their day to day practice, must abide by the College’s Code of Ethics and Standards of Practice. Please see [The College of ECEs website](#) for further details.

Policies and Orientation

All staff, student early childhood educators and volunteers will also have an orientation session, delivered by the Director/Assistant Director or designate that includes:

- A comprehensive discussion on CECC's programme statement, roles, responsibilities and expectations
- A review of CECC's policies and procedures i.e. procedures for reporting child abuse etc. – and signing of the accompanying policy acknowledgement forms
- A review of CECC's Non-Disclosure/Confidentiality Agreement – which ensures that they keep the confidence of all proprietary and privileged information which they are exposed to during their time with CECC
- Allergy Management & Medication Training
- Training in how to recognize and report child abuse
- Emergency/Evacuation training and practice
- Infection Control training
- Accessibility for Ontarians with Disabilities Act – Customer Service Sensitivity Training
- Workplace Health & Safety – WHMIS training

Supporting Positive Interactions

Staff, student teachers and volunteers follow CECC's "Supporting Positive Interactions" in their work with their colleagues, the children, their families, and the local community. Before starting with CECC, staff, student teachers and volunteers, must review the "Supporting Positive Interactions" Policy. CECC regularly monitors the staffs' interactions and skills. Formal monitoring, which reviews expectations and goals, is kept in each person's file. This policy is reviewed prior to employment or placement, annually and/or whenever there are changes.

"A significant body of research indicates that positive, caring, and respectful relationships are the foundation for optimal learning, development, health, and well-being. By responding positively to children's cues and engaging in reciprocal interactions with them, educators support the development of secure relationships. Secure relationships contribute to children's emotional well-being and provide them with a safe environment in which to learn. Positive interactions support the development of social and cognitive competence and communication skills, which in turn strengthen children's capacity to learn in the short and long term. When children are strongly connected to their caregivers, they feel safe and have the confidence to play, explore, and learn about the world around them. Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (How Does Learning Happen? Ontario's Pedagogy for the Early Years)

Please see Appendix B, for further details.

Prohibited Practices

CECC must comply with Ontario Regulation 137/15, Section 48 of the Child Care and Early Years Act and therefore does not permit the following:

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,

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

Duty to Report

Any incidents that involve an employee's violation of this policy are reportable as a Serious Occurrence to the Ministry of Education. CECC's Director or designate, or Board of Directors, if the incident involves the director, will make the report. If the incident involves an investigation, suspension or sanctions of duty, or termination, or if the employee resigns while an investigation is in process, CECC will report the employee to the College of Early Childhood Educators, as per its duty to report.

If you have any concern regarding a situation that includes children other than yours, you must speak directly with a staff member, not with the child or children involved.

Specialized Services

On occasion, CECC may involve outside agencies to consult, assess, diagnose or treat any behavioural or developmental concerns. This is done in partnership with parents/guardians and only with explicit consent. If any costs are incurred, CECC or the agency will bill the family.

Biting

However unpleasant, biting is a normal part of childhood development. Young children bite for many different reasons: pain of tender gums, attention, curiosity, seeking reaction, exploring the world, frustration, etc. We try to curb biting incidents by offering alternatives – 'chewlery' or teething rings, encouraging use of simple words, providing stuffed toys for squeezing, etc. We will calmly and firmly remind the child that "biting hurts" and will provide another activity away from the victim. Please ensure the wounded child is comforted.

Parents will be informed about the incident through a phone call and incident report. Please see CECC's Health and Safety, Page 29, for more details

Serious Occurrences

It is CECC's responsibility to report any Serious Occurrence to the Ministry of Education. To protect the privacy of the person/persons involved, we only use initials to identify them. Once a serious occurrence has been reported, we will post a Serious Occurrence Notification Form, on the wall outside the office or on the notice board between the two St. Monica's classrooms. The form will remain posted for ten days. If the Serious Occurrence is an allegation of abuse or it is a complaint, then the form will be posted once it has been reviewed by The Children's Aid Society and The Ministry of Education, and any follow-up has occurred.

Suspicion of Child Abuse/Neglect

Central Eglinton Children's Centre's staff are legally responsible for reporting any suspicions of child abuse/neglect, not for proving whether or not child abuse/neglect has occurred. It is the responsibility of a Children's Aid Society to investigate, with police where necessary, gather evidence, assess the child and family's situation, and decide on the appropriate action to be taken on behalf of the child."

Suspension and Withdrawal from CECC

CECC will make every effort to accommodate all children in its programmes. There may, however, be unusual situations in which our programmes cannot meet the needs of some children. This is determined by observations of individual children and the entire group; gathering additional information from parents, CECC, the schools' teachers and other appropriate professionals (with proper release of information).

In this case, the Board of Directors, in consultation with CECC's staff, has the right to decide whether a child should be suspended or withdrawn. A decision to suspend or withdraw will be made with the consideration of the best interests of the child, and the safety of the group.

Whenever possible, the decision to withdraw or suspend a child will be made in accordance with the following process:

1. Documentation

At the onset of challenging behaviour, the R.ECE will record the child's actions. Included, will be any precipitating incidents and the follow-up by staff, according CECC's behaviour guidance policy. When incidents occur, parents/guardians will be informed.

2. Meetings

If concerns about behaviour persist, a meeting will be held with the parent/guardians, the staff, CECC's Director and (if appropriate) the child. Notes of the meeting will be kept in the child's file and a copy will be given to the parent/guardians.

3. Outside Agencies

If the behaviour persists, CECC may seek involvement from outside agencies, with parental permission.

4. Compliance with Eglinton and St. Monica's schools' policies

If the child attends Eglinton Public School or St. Monica's Catholic School, CECC will comply with each School's Safety and Security Policies, i.e. Suspension.

5. Suspension and withdrawal - child

If all other methods fail, the child may be suspended or withdrawn from CECC.

If withdrawal is the conclusion, CECC, in partnership with any involved outside agencies, will try to help you make alternative child care arrangements.

In the case of families in receipt of City of Toronto Subsidy, the Director/Designate will inform Toronto Children's Services Subsidy Division.

Parental Involvement

Communication with Staff

A key component to any partnership is communication. The partnerships that CECC children have with staff are very important. Communication is strengthened when you share your child's successes, special happenings or concerns with staff, and the staff will do the same. For ideas on how to get involved in our Programmes, please see Appendix "A"

Please keep in mind that there are busy times in the programmes, particularly transitions to and from school and lunchtime, which makes it difficult for our staff to speak with you. If you call and the staff you require is not available, he/she will return your call as soon as possible.

Parent Chats

Twice per year, we schedule parent/R.ECE chats. You also may request chats with the R.ECEs from any of our programmes at a mutually convenient time.

Developmental Assessments

To inform our practice and aide in our planning, when a child enters our programme and routinely thereafter, we do developmental assessments. These are kept in your child's file and the information from them is shared with you during our "Parent Chats."

Concerns and Complaints

Please address any concerns or complaints with CECC personnel and affiliated agencies in the following order:

1. Your child's teacher,
2. CECC's Director/Assistant Director,
3. CECC's Board of Directors, contact ceccchair15@gmail.com
4. City of Toronto Children's Services 416 392-5437 (main #) and/or the Ministry of Education 416 325-0500 (main #)—Toronto Region - Central

For situations that may involve professional misconduct by one of CECC's Registered Early Childhood Educators, you may contact the College of Early Childhood Educators at 416 961-8558 or at: www.college-ece.ca

Parent/Guardian Code of Conduct

Concerns you wish to communicate to CECC staff must be done in private, not in front of children or other parents. If you have spoken with a member of the staff and feel your concerns are not being heard, please notify the Director.

If you have a concern regarding a situation that includes other children or their parents/guardians, you must speak directly with a staff member, not with the child or children involved or with their parents/guardians.

Abuse of staff, children or other adults will not be tolerated, including any form of threat, shouting, accusation or intimidation. The situation, in accordance with CECC's Suspension and Withdrawal Policy and under careful

consideration by CECC's Board of Directors, may be cause for withdrawal from CECC. If this happens, your child/children may remain in care for the four week notice of withdrawal period, but you must find another person to pick-up and drop-off. Remaining fees will be reimbursed.

The above situations may be reported to the City of Toronto, Children's Services, and The Ministry of Education. In compliance with The Child Care and Early Years Act and Federal/Provincial Legislation, CECC has developed and implemented the following policies and procedures which must be adhered to by the staff, student teachers, volunteers, families, and all those having continued contact with our organization:

CECC's Suspension and Withdrawal Policy, Sexual Harassment Policy, Privacy Policy, Access/Equity/Anti-Bias Policy and our Workplace Violence and Risk Management Policy.

If you have concerns about CECC's compliance with The Child Care and Early Years Act, you may contact The City of Toronto, Children's Services Division, or the Ministry of Education, Toronto Region – Central.

Guardianship and Custody Rights

Please be aware, CECC and its staff do not intervene in family disputes or custody issues. We, to the best of our ability, must remain neutral. We cannot write letters about our observations of your children, unless required by law.

Please Note: When completing the application forms, information, visitation rights or pick-up will only be granted to those who have signed as a parent/guardian on the bottom of each form.

If an unauthorized person requests access to your child, CECC will immediately call you or, your listed emergency contacts. Depending on the situation, if we are unable to get in touch with you or your emergency contacts, we may call the police.

Ways to get involved in our programmes:

- Volunteer to be a Board Member
- Spend a morning or afternoon in your child's programme
- Join us on a field trip
- Share and prepare a favourite cooking activity
- Talk to your child's class about your profession
- Share special holidays and traditions
- Share information about your home life, culture, country of birth etc.
- Read a story to your child's class
- Help with fund raising events
- Help host a "Coffee Talk" (an information evening for other parents)
- Help organize our Annual General Meeting - April each year!
- Help with our Annual BBQ - September each year!
- Complete our Quality Assurance Survey – To measure the quality of our service to our families, each year, our Board of Directors distributes, via an anonymous 3rd party, a short questionnaire to solicit feedback on our overall performance, our programmes, staffing, communication etc.

You may be involved as seldom or often as you wish, as any involvement is valuable to your child and to CECC.

If you have any suggestions or comments about parent/guardian involvement in our programmes, please visit our office, or you may arrange to meet with our Board of Directors.

Please check our newsletters, which are sent via e-mail, if you do not have e-mail we will send home a copy.

Please also check our bulletin boards (Eglinton - ground floor, outside the office and outside room 120 at St. Monica's) for information about parent/ guardian involvement and other family related matters.

Parent/Guardian Resources

If you have any questions about your child, or would like any information regarding children and family issues, please speak with the R.ECEs in your child's room or you may visit or call our office.

We have parent/guardian information bulletin boards in each room and outside room 120 at St. Monica's and in the hallway outside our office at the Eglinton site.

Please visit Eglinton School's library to look at our extensive collection of family resource material. The School's Librarian will gladly issue you a library card. You may also ask any member of CECC staff to look for items for you.

On occasion, CECC offers Parent/Guardian Workshops. Topics range from the effects of bullying to health issues. Please let us know if you have any suggestions.

Accountability and Legislation

Parent Membership of CECC

When a family enrolls in CECC, the parents/guardians (you) automatically become members of our non-profit corporation. Each year, at the Annual General Meeting (AGM), the members elect or appoint a Board of Directors. This does not apply to the Summer Programme 'only' registrants.

Board of Directors

The Board is comprised of a minimum of 8 directors and a maximum of 15, most whom must be parents/guardians of children enrolled in CECC. At least one voting position will be reserved for a parent/guardian from St. Monica's Satellite Programme. The Principal or Designate from Eglinton Public School or St. Monica may attend Board Meetings as a Liaison between CECC and the School. Former parents/guardians or qualified community members, may also be voting participants. The Director and Assistant Director of CECC are non-voting participants. Board Members should, when possible, have experience in human resources, finance and public relations.

The role of the Board is to direct the general operation of CECC, to set its policies (fees, staffing, programme, etc.), and to oversee its management through the Director, Assistant Director and Staff. Please see Appendix "B" for further information.

The Board meets approximately once per month, and the individual committees meet approximately two to four times per year. The Board presents an Annual General Meeting each April.

If you are interested in being a Board Member, or would like further information, please contact CECC's office to speak with the Director or Assistant Director.

If you would like to attend a Board Meeting, please give prior notice to CECC's Director. Information pertaining to the Board of Directors is posted outside CECC's office at Eglinton and on the wall outside rooms 119/120 at St. Monica's.

Constitution/By-Laws

The policies by which CECC is governed are defined in its Constitution (By-Laws). This document is available in CECC's office and it is posted on the board outside CECC's office and between the rooms at St. Monica's.

Privacy

CECC complies with the Federal Personal Information Protection and Electronic Documents Act (PIPEDA). If you have concerns regarding potential or suspected breaches of your privacy please contact CECC's Privacy Officer, who monitors the methods we use to safeguard information, at privacy.cecc@rogers.com. We also ensure CECC's Board of Directors, Staff, Student Teachers and Volunteers sign non-disclosure/confidentiality agreements that include provisions for legal and ethical handling of all information pertaining to membership in CECC. No private or personal information about you or your child will be disclosed to any other authority without your permission, unless by legislation or court order.

Accountability to Governing Agencies

CECC is accountable to many government agencies, including the following:

The Ministry of Education is responsible for monitoring CECC's programmes, staff and finance through its Child Care Programme Advisors. The Ministry issues the annual licence that permits CECC to operate. It monitors compliance with The Child Care and Early Years Act (CCEYA) as it pertains to CECC's policies, procedures and best practices. Results of the monitoring are posted outside CECC's office and between rooms 119/120 in St. Monica's School. The Ministry provides wage subsidy grants that are distributed via the City of Toronto Children's Services.

THE TORONTO DISTRICT SCHOOL BOARD (TDSB) AND THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD (TCDSB) provide space in Eglinton Public School and St. Monica's Catholic School. Consultants from both Boards monitor CECC's programmes and use of school space.

The City of Toronto, Children's Services Division purchases several subsidized child care spaces from CECC. Every year, we must submit an operating budget to Children's Services so it may determine the rate of payment for the subsidized spaces. The City distributes the Provincial Wage Grants to CECC on a quarterly basis. It, on behalf of CECC, pays some of the annual rental cost for our space at the Eglinton site, and the TCDSB for the St. Monica's site.

The City's District Consultants monitor and measure CECC's best practices, through use of the "Early Learning Care and Assessment for Quality Improvement Tool." The results of the assessment tool are posted on the City of Toronto's website: www.toronto.ca/children.

Toronto Public Health (TPH) regularly inspects our facilities, food service and health practices.

Freedom of Information

Our governing agencies: The City of Toronto - Children's Services Division and the Province of Ontario's Ministry of Education are subject to the Freedom of Information and Protection of Privacy Act (FIPPA) and the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) which allows them, during their annual visits, to randomly check your child's file to ensure information on his/her application form is complete and meets municipal and provincial requirements. Any questions under FIPPA or MFIPPA should be directed to the above agencies.

Toronto Public Health (TPH) is subject to the Federal Personal Health Information Protection Act which allows it to collect information pertaining to your child's health and medical information. It may, when necessary, access your child's medical and personal information. Any questions under PHIPA should be directed to Toronto Public Health.

If necessary, the Children's Aid Society has authority to view your child's and your personal information.

Access to your child's file

If any of the above has accessed your child's file, CECC will inform you by e-mail. You will be asked to write-back to confirm you have received the message. Your acknowledgement will be kept in your child's file.

Routine Access to Financial Information

Our auditor, bookkeeper, treasurer, staff and/or Board of Directors may have access to your financial information, i.e. your fees and deposits.

AODA - Accessibility for Ontarian's with Disabilities Act (AODA)

CECC is committed to developing policies, practices and procedures that provide accessible quality services to our families. Services will be provided to families with disabilities in a manner that promotes and respects dignity, independence, integration and equal opportunity. Training is provided to our Board of Directors, Staff, Student Teachers and Volunteers prior to them beginning with us. Follow up training is provided annually and as needed.

CECC is dedicated to ensuring all programmes and services are accessible to our families in accordance with Ontario Regulation 429.07 Accessibility Standards for Customer Services. Please see CECC's Accessibility Standard for Customer (Client) Service Policy on CECC's website.

Please contact CECC if you need any of its correspondence, publications, materials etc. in an accessible form

Please call or contact CECC for any comments on or about our AODA policy and its implementation

Canada Anti-Spam Legislation (CASL)

We use email as one of our communication tools to send families information on special events, fundraising and all other information pertaining to CECC. Upon registration, you will be asked to sign a form that permits us to send emails containing advertising of special events and fundraising ventures, etc. CECC will continue to send all other non-commercial information via email.

Access to Policies

Policies related to these agencies and governing legislation are available electronically on our website or in paper copy from our main office.

Members ("Early Childhood Educators" or "members") of the College of Early Childhood Educators are committed to the Code of Ethics. The Code of Ethics reflects a core set of beliefs and values of care, respect, trust and integrity. These beliefs and values are fundamental to members of the profession and guide their conduct.

College of Early Childhood Educators – Code of Ethics

A. Responsibilities to Children

Early Childhood Educators make the well-being and learning of all children who are under their professional supervision their foremost responsibility. They value the rights of the child, respecting the uniqueness, dignity and potential of each child, and strive to create learning environments in which children experience a sense of belonging.

Early Childhood Educators are caring, empathetic, fair, and act with integrity. Early Childhood Educators foster the joy of learning through play-based pedagogy.

B. Responsibilities to Families

Early Childhood Educators value the centrality of the family to the health and well-being of children. They recognize and respect the uniqueness and diversity of families.

Early Childhood Educators strive to establish and maintain reciprocal relationships with family members of children under their professional supervision. These relationships are based on trust, openness and respect for confidentiality. Early Childhood Educators collaborate with families by exchanging knowledge and sharing practices and resources.

C. Responsibilities to Colleagues and to the Profession

Early Childhood Educators interact with colleagues and other professionals in ways that demonstrate respect, trust and integrity. Through their conduct, Early Childhood Educators strive to enhance the status of the profession in their workplaces and in the wider community.

Early Childhood Educators value lifelong learning and commit themselves to engaging in continuous professional learning to enhance their practice. They support experienced colleagues, those who are new to the profession and students aspiring to the profession.

D. Responsibilities to the Community and to Society

Early Childhood Educators value and engage in collaboration with community agencies, schools and other professionals.

Early Childhood Educators recognize that they contribute to community and society by advocating for and promoting an appreciation of the profession, children and early learning.

College of Early Childhood Educators - Standards of Practice

The College of Early Childhood Educators has established the following six standards dealing with specific issues in the practice of early childhood education:

- I. Caring and Nurturing Relationships that Support Learning
- II. Developmentally Appropriate Care and Education
- III. Safe, Healthy and Supportive Learning Environments
- IV. Professional Knowledge and Competence
- V. Professional Boundaries, Dual Relationships and Conflicts of interest
- VI. Confidentiality and Consent to the Release of Information Regarding Children and their Families

For further information please see the [College of ECEs website](#).

Appendix A – How Does Learning Happen

Our Practice – Implementation

General

Before becoming a Board Member, Employee, Student Teacher, Volunteer with CECC, each person will review and sign an acknowledgement, stating that they have read and understood the following:

- The Programme Statement Document
- All relevant policies and guidelines that support CECC’s Pedagogical Practices

Board of Directors

- Helps develop and oversee the implementation of CECC’s Programme Statement and all relevant guidelines
- Annually reviews and may amend the Programme Statement, guidelines and all other Policies and Practices
- Develops a bi-annual “Family Survey” that assesses CECC’s practices and implementation of “How Does Learning Happen” (HDLH)
- Uses the survey to help guide practices and performance
- Provides a budget that invests in each staff member’s professional development
- Evaluates the performance of CECC’s Directors

CECC’s Director/Assistant Director

- Oversees the implementation of HDLH (Programme Statement)
- Undertakes regular staff meetings in which CECC’s performance and how it relates to the Programme Statement is discussed
- Oversees weekly team meetings in which the implementation of the Programme Statement is discussed
- Meets regularly with individual staff to discuss their role in the implementation of the Programme Statement
- Reviews with the staff, the results of the annual Family Survey and what changes in practice need to be made as a result
- Reviews with staff, the annual inspection results from Toronto Children’s Services and the Ministry of Education and resulting changes to practice that need to be made
- Shares inspection results with the Board of Directors
- Undertakes annual performance review with each staff that includes a self-reflection section on his/her implementation of the principals in HDLH

CECC’s Staff

- Create a programme that complies with CECC’s Programme Statement
- Create an environment that is welcoming and fosters a sense of belonging
- Prepare a daily programme plan that allows children to explore, play and inquire
- Listen, observe, document and discuss children’s learning, with each other, with our families and with the community, using daily logs, “StoryPark” etc.
- Share ideas and best practices with teams at weekly planning meetings and staff meetings
- Evaluate own practice as part of the self-reflection section of the annual performance review

CECC Families

- Attend an information session prior to starting with CECC to learn about our programme
- Meet with their child's Registered Early Childhood Educators via a home visit (when applicable)
- Annually review a copy of the Family Handbook, that includes the Programme Statement and further information about CECC's practices
- Partake in an bi-annual survey that assesses CECC's practice and services
- Partake in semi-annual "Parent Chats" to discuss the well-being and development of their child/ren in the context of CECC's programme
- May join CECC's Board of Directors, or volunteer on a Board Committee

Implementation Goals

Our Implementation goals are to...

Promote a sense of belonging by:

1. Seeing parents/guardians as those with the most knowledge about their children;
 - Fostering relations with the child's family, respecting family culture and, including them in decision-making
 - Meeting formally and informally to discuss their child's interactions, development and general well-being
2. Providing opportunities for community building amongst families in our programmes
 - Hosting social events– Family Fun Nights, Family BBQ etc.
 - Fostering communication between families at drop off and pick up
 - Hosting opportunities for parents to share their experiences with each other:
3. Providing an environment where children 'see' themselves
 - Providing personal space allotted for belongings
 - Documenting children's play and learning in the classroom: photos, art work, etc.
 - Connecting with families and the CECC Community and inviting their participation to ensure that environments and experiences reflect, and are relevant to children's everyday lives
 - Taking the children into the community and beyond to experience how they fit into their environment
4. Building warm, responsive relationships with each individual child
 - Engaging in one-to-one interactions with the children
 - Being aware of the children's physical and emotional well-being
 - Recognizing and valuing each child
 - Interacting on the child's level for face-to-face interactions
 - Following the children's lead and interests during play
 - Using a pleasant, calm voice and simple language
 - Providing warm, responsive, non-intrusive physical contact
 - Acknowledging children for their accomplishments and efforts in a genuine manner
5. Providing a consistent, predictable structure for the day, with consistent limits
 - Providing a consistent, but flexible, daily schedule and ensuring children are aware of it, using pictorial cues, etc.
 - Planning smooth, minimal transitions, using transitional props and materials to aide with transitions

- Planning for individual needs during transitions: time for slower eaters, picture cues and verbal encouragement for reluctant dressers, etc
 - Establishing clear, consistent and developmentally appropriate limits
 - Helping the children understand classroom expectations
6. Providing an environment which fosters respectful communication and interaction
- Supporting interactions among and between children, their families and CECC staff, modelling positive, empathetic and communicative exchanges
 - Redirecting children when they engage in challenging behaviour
 - Providing natural and logical consequences that are age appropriate for the individual child
 - Listening to children and encouraging them to listen to others
 - Planning and implementing formal and informal social skills programmes/activities to help children
 - Develop positive social interactions, self-regulation, problem solving, cooperation, concentration, listening and waiting etc.
 - Reaching out to families to provide support and involving community partners that provide, guidance, strategies, child and family assistance, resources, financial support etc.
 - Reflecting on practices, discussing with peers, researching best practices
7. Recognizing and supporting each child, parent and staff member as an individual with unique strengths, needs, personality and story
- Providing training for staff in personality/communication styles and temperament
 - Taking time to have 'Welcome Visits' with families prior to children starting in order to get to know each child and his/her family.
 - Documenting children's learning from a strength based perspective – highlighting the learning that is taking place for that individual instead of making comparisons between children or imposed benchmarks
 - Using self-reflection and strength based observations in staff reviews
 - Planning for each child's needs - extra time to complete tasks, larger or smaller pieces, verbal support for social conflict resolution, etc.

Promote a sense of well-being by

1. Providing a clean and well-maintained environment
 - Ensuring equipment and furnishings are cleaned according CCEYA, Toronto Public Health and Children's Services requirements
 - Providing a designated Safety Officer (staff member) to regularly inspect and ensure maintenance of equipment and furnishings
 - Undertaking daily, weekly, monthly and annual inspections of the playground are undertaken
 - Working with School Caretaking staff to ensure maintenance and cleaning of floors, washrooms, garbage, etc.
 - Ensuring linens, upholstery covers, etc. are laundered weekly or more frequently if needed.
2. Maintaining Infection Control
 - Ensuring Staff and children follow health and hygiene policies and practices dictated by Toronto Public Health
 - Incorporating health and hygiene practices into the daily classroom routines: handwashing, toileting etc.
 - Having staff perform a visual daily health check of each child

- Isolating sick children, until parents are able to pick up
 - Enforcing exclusion policies – ensuring children and staff, when sick, stay at home for the required length of time
3. Providing for children’s physical development
- Incorporating exercise and active play into the daily programme
 - Providing time and space for outdoor play
 - Planning for development of large and small muscle skills, making necessary adaptations for individual needs and abilities.
4. Providing for children’s safety
- Incorporating exercise and active play into daily programme
 - Providing time and space for outdoor play
 - Ensuring staff are all trained in Standard 1st Aid & CPR
 - Ensuring all Parents/Guardians sign their children in and out of CECC
 - Ensuring staff undertake regular head-counts as per CECC’s attendance policy
 - Practicing monthly fire drills and quarterly “Lockdown” drills
 - Ensuring all staff, students and volunteers have undergone a Vulnerable Sector Screening
 - Training staff in how to “Support Positive Interactions” which includes annual formal behaviour Guidance, reviewing practice, goals and strategies, monitoring, and signing-off on CECC’s policies
 - Providing resources for parents/guardians on safety topics: Home Alone Workshop, Helmet Safety, etc.
5. Supporting healthy eating
- Employing in-house cooks to develop nutritious, wholesome menus that are varied and appealing
 - Providing certification for all food handlers
 - Providing seasonal, rotating menus which are reviewed annually by a nutritionist
 - Ensuring menus reflect the dietary, religious, and medical needs of the children
 - Following all guidelines from governing agencies – Toronto Public Health, etc. regarding safe food handling and transportation
 - Providing resources to parents regarding healthy eating habits for children: parent workshops, lunchbox ideas, etc.
 - Providing food experiences for children in order for them to explore new foods and consider healthy options
6. Promoting mental health and wellness
- Incorporating opportunities and time to practice self-help and self-care skills as part of daily Programming: yoga break, calm down spot, etc.
 - Support staff in developing tools and skills to manage stress and maintain a balance between work and life through trainings (RIRO – resiliency), social gatherings, sick leave policies, time during work hours to complete tasks, etc.
 - Putting a strong focus on programming for children’s social/emotional development
 - Providing training for staff related to children’s mental health challenges: depression, stress, anxiety
 - Encouraging children to develop strategies to regulate their emotions and deal with stress: calm down spot, role play, blowing out candles, time for a break, etc.
 - Providing tools and resources to assist families related to mental health & wellness: stress reduction tips, information about importance of sleep, Kids Have Stress Too workshop, etc.

Promoting self-expression by:

1. Being aware of the many “languages” children and adults use to communicate
 - Providing a variety of media with which children can represent their learning and understanding: paint, clay, blocks, print, creative movement, dramatic play, etc.
 - Encouraging children to try different tools for expression: computer programmes, teaching a dance, etc.
 - In planning providing different ‘entry points’ for children to explore a topic or inquiry
 - Providing flexibility to staff in the way they plan and document children’s exploration and learning
2. Providing individualized support so children of all abilities can express themselves and be heard
 - Providing time, space, and materials to encourage expression through creative materials that reflect children’s capabilities as well as their social and cultural background
3. Engaging in authentic, reciprocal communication with children, where children participate as both initiators and equal partners
 - Facilitating successful communication between children by helping children listen to and express themselves to one another
 - Documenting children’s communication to help them revisit thoughts and ideas expressed in order to extend their understanding
4. Supporting children’s engagement with language and stories
 - Providing a wide range of reading materials: different styles, levels and languages
 - Providing many opportunities for oral storytelling: guests, circle time, cuddle time on the couch, etc.
 - Engaging and cultivating children’s connections with stories and books in a variety of contexts (e.g., by sharing books and telling stories with individuals, small groups, and large groups), and for a variety of purposes (e.g., to foster close relationships, explore and play with language structures, recount past events, research ideas, spark conversations, and connect with cultural traditions)
 - Weaving language- and literacy-related activities and materials into all daily experiences, routines, and physical spaces
 - Working with families and community members to find ways to support and enrich the transmission of language and culture
 - Endeavouring to incorporate home languages in written and spoken word in the classroom
5. Encouraging staff to continuously reflect and seek to improve own communication strategies and techniques
 - Providing opportunities for professional development related to communication style, etc.

Supporting a sense of engagement by:

2. Recognizing the key role that the environment plays in how children interact and engage
 - Providing a warm, inviting and comfortable space
 - Providing space for children to work and play
 - Providing a wide range of open ended materials that are organized in a way for children to easily access
 - Promoting use of materials in a variety of ways and locations
 - Providing space and time for children to engage in active and passive play and inquiry

- Ensuring there are sufficient and varied play materials, for children to explore with their senses, manipulate, and investigate
 - Providing space for individual and group play
 - Providing materials, equipment and experiences that offer challenge and are responsive to the needs of all children
3. Recognizing the key role that the organization of time plays in how children interact and engage
 - Providing a daily schedule that is flexible yet predictable with minimal interruptions and transitions
 - Providing a daily schedule that allows for large periods of time for children to play and explore both inside and out, rest and quiet time, considering the needs of the individual child
 - Providing time for individual, small and large group play opportunities
 4. Fostering a culture of collaboration - Providing opportunities for sharing of thoughts, ideas and skills
 - Participating with children as co-investigators, co-learners and co-planners, allowing them to see themselves as collaborators
 - Allowing children to continuously question and test their own theories, strategies and ideas; being there to facilitate the process
 - Regularly engaging the children and parents in finding solutions to classroom challenges or questions
 - With children and families, seeking resources from the community to help provide information related to our inquiries, challenges, or play experiences
 - Seeking feedback from families, staff and children through casual conversation, Board meetings, surveys, etc. as part of regular decision making processes
 - Providing time and opportunity for staff to collaborate on planning and projects related to their work with children: committees, team meetings, etc.
 - Displaying the value placed on collaboration and engagement by documenting the process, not just final product
 - Engaging families in Parent Chats to discuss their child's learning and any suggestions they might have for the programme
 5. Encouraging participation from families and the community in the daily programme and children's learning
 - Offering a wide variety of ways for families to participate in the daily programme: sharing a favourite story, providing props for the drama centre, adding an observation to their child's portfolio, assisting with a special event, proofreading policy, helping create a garden, etc.
 - Involving the community in children's explorations: artwork display at the bank, purchasing groceries at the local fruit market, borrowing books from the community library, arranging a visit from the local fire department, etc.
 6. Planning & Documentation
 - Staff are given programme planning time, with their room partners and team, to discuss and document children's learning and to prepare a weekly programme plan;
 - The programme plans are reviewed and signed by CECC's Assistant Director and posted in the classroom

Appendix B - Supporting Positive Interactions

Our Practice – Implementation

Our R.ECEs recognize that children’s interactions with peers and adults reflect their levels of development, their experiences and their family cultures. They believe cultivating authentic, caring relationships and developing connections to create a sense of belonging among and between children, adults, and the world around them, will produce community minded, compassionate and self-aware individuals.

Creating Positive educator-child relationships are important because:

- They influence a child’s emotional, cognitive, and social development
- They encourage children to develop secure relationships with adults and foster healthy peer relationships
- They help reduce the frequency of challenging behaviours
- They support the development of positive self-esteem
- They can result in higher rates of child engagement

The environment:

The environment plays a key role in how children interact and engage. Our R.ECEs arrange the environment to:

- Provide a warm, inviting and comfortable space
- Maximize play space to provide areas for active and passive activities
- Ensure there are sufficient play materials,
- Provide space for individual and group activities,
- Provide space and materials that aide children to self-regulate

We provide a sense of belonging by:

- Including the child’s family in decision making, respecting family culture
- Being aware of the children’s physical and emotional well-being
- Recognizing and valuing each child
- Engaging in one-to-one interactions with the children
- Interacting on the child’s level for face-to-face interactions
- Following the children’s lead and interests during play
- Using a pleasant, calm voice and simple language
- Listening to children and encouraging them to listen to others
- Providing warm, responsive, non-intrusive physical contact
- Establishing clear, consistent and developmentally appropriate limits
- Helping the children understand classroom expectations
- Planning smooth, minimal transitions, using transitional props and materials to aide with transitions
- Acknowledging children for their accomplishments and efforts in a genuine manner
- Supporting interactions among and between children, modeling positive, empathetic and communicative exchanges
- Redirecting children when they engage in challenging behaviour
- Providing natural and logical consequences that are age appropriate for the individual child

- Planning and implementing formal and informal social skills programmes/activities to help children develop positive social interactions, self-regulation, problem solving, cooperation, concentration, listening and waiting etc.

If there are ever situations when our staff may have to respond to a child who may be at risk of physical harm to him/her self or to others, and holding or restraining a child is necessary, there will always be two staff members present, all other staff will escort the rest of the children from the area. Once the child has self-regulated, he/she may be re-introduced to the programme. One staff will stay with the child until he/she is settled. The situation will be documented in an “Incident Report,” which will be shared with the parents/guardians.

The Director/Assistant Director or designate, will report the incident to the Ministry of Education via a “Serious Occurrence Report.”

Appendix C - Sleep Policy

Parent Consultation and Sleep Policy and Procedure Review

Before a child starts in one of CECC's toddler or pre-school programmes, staff working with the child will meet with his/her parents to discuss the sleep and supervision policies and procedures. The staff will take notes about the child's rest/sleep patterns, and will discuss them with the staff working in the rest/sleep rooms.

If there are changes to rest/sleep routines, parents are required to verbally inform the child's teachers and inform CECC's office in writing. If staff observe changes to sleep or rest routines, they will discuss them with the child's parents.

Sleep Room

- Every CECC child who attends for more than six hours per day, toddler and pre-school children, will have a rest period not exceeding two hours in length, after they have fallen asleep
- Parents may request in writing for a child to sleep shorter or longer than the two-hour period
- Sleep/rest time occurs after lunch time
- Children in the toddler and preschool group may sleep, rest or engage in quiet activities based on their needs
- Each child will be assigned his/her own labelled cot
- A plan of the cot layout is posted in each sleep room
- Children may bring a soft toy and blanket to help aide their rest
- When children need, staff will sit beside their cots and pat their backs until they sleep, or are ready for sleep
- Soft music will play in the background
- Children who are unable to sleep, or who wake early, may rest on their beds for no longer than one hour. They may then play quietly on their beds, with "bed bags" (individual toys/activities). When ratios and space permits they may go to an assigned "awake/rest" room
- When space/ratio permit, children who consistently do not require sleep, as per parent request or staff observation, may be assigned to the awake/rest room instead of the sleep room. Time with passive individual play materials will be provided, and then children will have access to a full range of planned play experiences in the classroom and/or playground.
- Movement of children from one room to the next will be recorded on the room attendance

Sleep Supervision

Children will be supervised by CECC's staff at a minimum of a 2/3 ratio in the sleep room and at full ratio in the awake/rest room, as permitted by the Child Care and Early Years Act. Student teachers may also assist in the sleep and awake/rest rooms; they will be supervised by the staff and will never be left alone with a child

Visual Checks of Sleeping Children and Daily Communication Chart

The sleep room will have enough light for staff to conduct visual checks on each child

The visual checks require staff bending to the child's level to look for indicators of distress or unusual behaviours

Visual checks will take place every half an hour; the checks will be recorded on the daily communication chart, along with length of sleep and other comments, for parents to check at the end of the day

Record of Review

When the Sleep and Supervision Policy and Procedures are reviewed or revised by the Board of Directors and Supervisors, they will be signed and dated by the reviewer(s).

CECC's supervisors will ensure that the Sleep and policy and procedures are reviewed as follows:

1. With employees, before they begin their employment, when changes are made, or at least annually. Employees working within a sleep programme will discuss changes to sleep arrangements and patterns during their weekly programme meeting and/or in the classroom when necessary.
2. With volunteers or students who interact with children, before they begin to volunteer or before they begin their educational placement, when changes are made, or at least annually. Changes to sleep arrangements and patterns will be communicated to the volunteers or students via the employees in the sleep room.
3. When the changes to this policy have been reviewed by the staff, student teachers and volunteers, they will sign and date an acknowledgement form indicating they have been trained on the revisions
4. Room staff will review children's individual sleep plans with parents at the parent chat meetings held twice per year and/or as needed.

Monitoring

CECC's supervisors will monitor compliance of this policy through observation of practice and inspection of daily communication charts and attendance records

Storage and Retention of Information

All acknowledgement forms will be kept in the staff, student teacher, or volunteers file for a minimum of three years. Children's individual sleep plans and communication charts with details of children's sleep habits will be stored in children's files for three years. Copies will be provided to families upon request.

Contraventions to CECC's Policies and Procedures

Consequences and disciplinary actions that are implemented when an employee, student teacher and/or volunteer is in contravention of this policy/procedure are listed in CECC's Human Resources Handbook.

Appendix D - CECC'S Summer Programme

Duration of the Summer Programme

Our Summer Programme begins on the first Monday immediately following the end of the school year in June (unless the Monday is a statutory holiday). Camp ends on a Friday, one week before Labour Day. CECC will be closed this week to prepare for the coming school/child care year. The last day of the Summer Programme is noted in the registration package. For 2018, the Summer Programme will begin on Tuesday, July 3rd.

Location

Our Summer Programme is offered at the Eglinton site only. You have the option to register for all or part of summer camp.

Enrolment Options

Summer 2018, we will provide camps for the following age groups:

- Kindergarten (Intermediate - Born 2012-13) – For children attending JK/SK as of June 2018.
- School Age (Senior - Born 2006-2011) – For children enrolled in grade 1-6 as of June 2018.

Registration is open to children in our community as well as children currently enrolled in our Before & After Programmes.

City of Toronto Child Care Subsidy

CECC provides space for parents/guardians who qualify for the City of Toronto Child Care Subsidy.

Registration

Information about registration and fees is distributed to you and the community in March of each year.

Our Summer Programme fills on a “first come, first served basis.” Spots will be reserved with a complete, signed registration form, including valid payment.

Registration is considered complete and a space is reserved if the following is received:

- Completed and signed registration forms
- Appropriate fees as described in the registration form
- Signature from parent/guardian to indicate policies have been read and understood

Policies

Policies outlined in CECC's Family Handbook are in effect and are applicable to the Summer Programme.

Cancellation Policy

The Summer Programme registration is final. Fees will not be refunded to parents/guardians wishing to cancel any week(s) that a child is registered. Subsidy – if you choose to take more than your allowable time off, you will have the choice to either pay full fee to the days subsidy does not cover, or withdraw from CECC, forfeiting your space in our before and after school programme in the fall.

Substitution of Week(s)

Parents/Guardians registered for the Summer Programme may request to change their registered week(s), only if space is available, (i.e. one week in July to one week in August). If space is not available, the child will remain registered for the weeks(s) indicated on the Summer Camp Registration Form. Fees are non-refundable if a child is unable to attend Summer Camp. Requests to change registered week(s) must be made in writing at least one week prior to the change.

Appendix E - Communicable Diseases

Toronto Public Health

In accordance with guidelines from Toronto Public Health, communicable diseases will be dealt with as outlined below. In case of an outbreak of a communicable disease you will be advised immediately.

Conjunctivitis (Pink Eye)

The child is absent from CECC until seen by a doctor. If the infection is bacterial, the child may return after 24 hours of appropriate anti-biotic treatment. If viral, the child can return with the doctor's approval and he/she is well enough to fully participate in CECC's programme.

Impetigo (Skin Sores)

Localized crops (sores) must be covered. If extensive, the child is excluded until he/she has received 24 hours of antibiotic therapy and he/she is well enough to fully participate in CECC's programme. Toronto Public Health will be contacted.

Chicken Pox

Most Chicken Pox is transmitted from child to child through oral and nasal secretions before the rash develops, a small number of outbreaks in child care centres have been linked to contact with children during the 5 days after onset of symptoms (including rash) when chicken pox can still be transmitted.

Children with mild cases may attend regardless of the state of their rash, as long as they feel well enough to fully participate in the programme. Toronto Public Health will be contacted.

Hepatitis A

The child is excluded for 1 week after onset of illness. Toronto Public Health will be contacted.

Red Measles

The child is excluded until the 4 days after the onset of the rash. Non-immune staff and children must be excluded for two weeks after the onset of the rash unless they have been vaccinated within 72 hours of first exposure. Toronto Public Health will be contacted.

Mumps

The child is excluded until 9 days after the onset of swelling. Toronto Public Health will be contacted.

Whooping Cough (Pertussis)

The child is excluded until after 5 days of antibiotic therapy or, if antibiotics are not used, until 3 weeks after the onset of the whooping cough. Toronto Public Health will be contacted.

German Measles (Rubella)

The child is excluded until 7 days after the onset of the rash. Rubella is a medical emergency; children and staff who have the rash must be seen by a doctor. Known pregnant contacts will be alerted. Toronto Public Health will be contacted.

Scarlet Fever, Strep Throat

The child is excluded until he/she has received 24 hours of antibiotic therapy and he/she is well enough to fully participate in CECC's programme. Toronto Public Health will be contacted.

Meningitis

The child is excluded until he/she has received at least 24 hours of appropriate antibiotic therapy and a doctor has determined he/she has recovered and is well enough to fully participate in CECC's Programme.

Gastrointestinal Infections

A series of loose bowel movements is often symptomatic of a communicable infection. Children who have experienced two-three consecutive loose bowel movements at CECC will be sent home and not allowed to return until they have had normal bowel movements for 48 hours. The only exception to this is when a physician has been able to exclude any infection. In all instances of loose bowel movements, it is advisable for the parent/guardian to obtain a written diagnosis from the child's physician. If several children in the same classroom have exhibited the same symptoms, Toronto Public Health will be contacted. Exclusion may be for more than 48 hours as per the Health Department instructions.

Systematic Bacterial Illness

The child is excluded until no longer infectious, as per a physician's letter. Public Health Department must be informed.

Head Lice or Nits (Pediculosis)

The child will be excluded from CECC from the time the nits are discovered until treatment has been administered and all nits are removed. The child is inspected by the staff when re-admitted to CECC. Parents/Guardians will be given a Lice Notification and a confirmation of treatment form. Besides treatment with prescribed shampoo it is recommended that:

Everyone in the child's family is checked and treated if necessary. Clothing and bedding is washed in hot water and dried in a hot setting dryer. As an alternative to hot water and air, the material may be placed in a plastic bag for 2 weeks and then laundered as usual.

Thrush (Candida)

Spread of thrush among healthy children is rare. Therefore, in normal circumstances, the child is not excluded.

Roseola

Roseola is usually characterized by a high fever followed by a rash. Once the rash has appeared, the condition is less contagious. Therefore, there is no need for exclusion once the fever has gone, as long as the child can fully participate in CECC's programmes. This condition can be differentiated from red measles, which is characterized by fever with a rash and often accompanied by a runny nose or conjunctivitis.

Fifth's Disease (Slap Cheek Syndrome)

Fifth disease is an infection caused by a virus called parvovirus B19. It is known as *erythema infectiosum*. Many children infected by this virus do not become ill. Some will have a mild fever and distinctive rash. Most outbreaks occur in school age children rather than pre-school.

Fifth disease begins as a very red rash on the cheeks that looks as if the child has been slapped. After 1-4 days, a red lace-like rash appears, first on the arms and the spreading to the body. This rash may come and go over the next 1-3 weeks. There is not treatment of Fifth disease and no vaccine is available.

Fifth disease spreads from person to person. People have it are infectious for several days before the start of the rash. Once the rash appears the person is no longer contagious. Therefore, children with Fifth Disease do not need to be excluded from CECC.