



GOLF ROAD SCHOOL CHILD CARE CENTRE

Updated: January 1, 2025

PARENT GUIDE

Welcome to Golf Road School Child Care Centre. We hope this package will provide you with the basic information you require to understand the ins and outs of our Centre. Any questions you may have that have not been referenced here may be answered by either the Supervisor or by one of the Board of Directors.

ABOUT THE CENTRE:

GOLF ROAD SCHOOL CHILD CARE CENTRE was incorporated in September 1988 and provides care for children aged 18 months to 12 years of age. Hours of operation are 7:00a.m. to 6:00p.m. weekdays with the Centre being closed on statutory holidays. We are closed the week between Christmas and New Years, Easter Monday as well as the 4 days following the Civic Holiday in August. **Note:** We close at 2:00p.m. sharp before the Christmas Holidays.

We are very fortunate to be located in Golf Road School and to have the kind support of the principal and staff. Please note that although we are in the school, we are an entirely separate entity, and it is important that the parents and children respect the regulations of the school.

If a child is enrolled in the Child Care Centre and is of school age, they must also be registered with the school office. The Centre itself has no geographical boundaries respecting registration, however, the Toronto District School Board has policies regarding out of area enrolment. The policy in effect at the time of enrolment will be discussed with you and the TDSB Policy adhered to.

OUR MISSION:

The mission of Golf Road School Child Care Centre is to provide and promote licensed, non-profit, high quality, affordable and accessible early learning and child care programs to meet the needs of children and families in Scarborough East and North.

OUR VISION AND VALUES:

Golf Road School Child Care Centre exists to provide a safe, developmentally, inclusive environment for toddlers, kindergarten age and school age children. Our focus is to provide a stimulating early learning and child care experience which promotes each child's social/emotional, physical and cognitive development. Our goal is to support and nurture the children's and our own natural desire to be life-long learners. We are committed to the families we serve, providing support and encouragement along the way.

Our values

- **Quality Care and Trust:** When parents are looking for early learning and child care programs they need to find someone they can trust. We will continue in our efforts to ensure and continuously improve our services to meet the needs of the children and families we serve.
- **Life Long Learning:** At Golf Road School Child Care Centre we believe that we all share a responsibility to support and nurture the children's and our own natural desire to be lifelong learners. We put ourselves and our learning on the same level as the child's and commit to our own professional development and personal growth. We learn alongside the children and their families and embrace the opportunity to learn and grow each day.
- **Partnership:** Respectful relationships are very important and on which our organization operates. We believe that the quality of care we provide is measured by the quality of relationships we have with children, families,

fellow employees and community members. We are committed to ensuring these relationships are respectful; warm and caring; honest and open; fair and equitable.

- **Fiscal Responsibility:** We are committed to financial prudence and sustainability – to making decisions that take into consideration the overall financial health of the organization in order to meet our goals and objectives. We conduct ourselves in a manner that is professional and according to all business practices that are legal and ethical.

PROGRAM STATEMENT:

Golf Road School Child Care Centre has developed this **Program Statement** as a living document with our staff. We have developed and implement our program using “**How Does Learning Happen**” and “**Early Learning for Every Child Today**” as the framework to guide programming and pedagogy. This statement sets forth the information parents and guardians need to know and understand about the program at Golf Road School Child Care Centre.

Golf Road School Child Care Centre recognizes the **four** foundational conditions that are important for children to grow and flourish:

1. Belonging – a sense of connectedness to others, an individual’s experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

2. Well-Being – the importance of physical and mental health and wellness; incorporates capacities such as self-care, sense of health and self-regulation.

3. Engagement – a state of being involved and focused. When children can explore the world around them with their natural curiosity and exuberance, they are fully engaged thus helping them to develop skills such as problem solving, creative thinking and innovating.

4. Expression – to be heard as well as to listen; through their bodies, words and use of material, children develop increasingly complex communication.

Golf Road School Child Care Centre respects individual differences in social, emotional, intellectual, physical, and cultural backgrounds. We believe that each child deserves the very best

environment supported by knowledgeable staff, support systems and community resources to achieve success regardless of ability, gender, or cultural background.

Children are competent, capable, curious, and rich in potential. Children must be given the opportunity to be competent, capable, curious and to reach their potential. Our staff will provide opportunities for children to serve themselves at mealtimes, give age-appropriate jobs/tasks, allow time for dressing, provide visual aids, provide personal space for belongings, ensure supplies such as step stools, soap and paper towel are accessible in the washroom and sink areas to promote self-help skills. Staff will provide assistance as needed while providing ample time for success. Play time will promote children’s choices, independent play opportunities, activities will be open-ended, staff will support children by providing ample supplies, extending learning opportunities as well as bring the outdoors indoors to further support curiosity.

The health, safety, nutrition, and well-being of the children is the responsibility of everyone at our Centre. Health starts when the child arrives in a healthy state to engage fully in the program and continues throughout the day as the staff ensure proper hand hygiene, regular cleaning of toys, equipment, and furnishings. Children will be taught best practices around playing safe, use of indoor/outdoor equipment through role modeling and formal teaching. Children will be provided with low fat, low sugar, low sodium snacks and meals that follow the Canada Food Guide. Menus will be reviewed by a dietician and promote a variety of foods, opting for organic choices whenever possible. The children’s well-being is very important, and our staff will address individual, and group needs throughout the day.

Our educators support positive and responsive interactions among the children, parents, and staff by communicating effectively for an outcome which respects all individuals. Educators are trained to diffuse volatile situations between children by listening and repeating back to the child/ren the issue at hand and provide time for child directed solutions under the guidance of the teacher. Consistent communication with parents provides for an exchange of knowledge to best understand the needs of the child both at home and school. Educators will demonstrate positive interactions when interacting with each other and establish partnerships with parents.

Self-regulation in children is important for children to interact and communicate in a positive way with peers, siblings, parents, and teachers. Our educators will provide group experiences that encourage the children to interact with each other with adult support and role modelling. Educators will assist children during a conflict through role playing, case study and reflection on previous outcomes. Older children will be given close supervision as they begin to problem solve independently. Strategies will be developed such as the use of a calming toy, reading a book and/or listening to music to help with self-regulation when needed.

Fostering the children's exploration, play and inquiry will be achieved through many opportunities of cause-and-effect experiences, offering open-ended activities, and assisting children in further exploration. Children will be provided with the time and space to plan and implement their ideas and projects. Children will be provided with a wide assortment of developmentally appropriate activities and materials to encourage learning experiences.

Child initiated and adult-supported experiences will be developed through on-going observations and documentation by the educators. Activities will be planned to continue engagement and to foster further skill development. Materials will be provided without expectations. Open-ended questions will be asked so the educator can follow the child's lead. School-aged children will have the use of books and internet resources for planning age-appropriate activities based on their current interests and/or experiences.

Educators will create positive learning environments and experiences in which each child's learning and development will be supported through visuals, bias free materials, picture documentation for revisiting experiences, ensuring age-appropriate expectations, responding to each child's sleeping and eating needs and responding quickly to a child in distress.

Each program will provide the following: **indoor and outdoor play, active play, rest, and quiet time**. Daily schedules will be posted in each playroom and re-visited at least seasonally. The duration of outdoor play will be at least 2 hours a day for Toddlers and Pre-School children and at least ½ hour daily for School-Age children, weather permitting. Individual needs of the children will be met whenever possible, especially children with asthma or life-threatening allergies.

Engagement and on-going communication with parents about the program and their children will be provided daily through verbal discussions, as well as the HiMama app. Parents will be provided with on-going information regarding program changes, special events, Board of Directors updates as they arise.

Golf Road School Child Care Centre will **involve local community partners and allow those partners to support the children, their families, and educators**. Local community partners may include the City of Toronto Children's Services, Aisling Discoveries, Food Banks, Children's Aid Societies, Toronto Public Library, Fire Department, Police Department, and local businesses. Educators will share this information with parents.

Support for educators who interact with the children at the Centre in relation to continuous professional learning is provided through time allowed away from the Centre to attend workshops, Centre sponsored certification in First Aid/CPR Level C, participation in the College of Early Childhood Educators self-assessment and goal setting. Staff meetings are held to offer a forum where staff communicate and share professional ideas with peers.

Documentation and review regarding strategies set out in the program goals on the children and their families will be assessed through discussions at the Board of Directors level and at the staff level regarding children's successes, program improvements, balancing parents needs with Centre policies to better improve developmental outcomes and parental satisfaction.

PROHIBITED PRACTICES

Prohibited practices

48. 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. O. Reg. 126/16, s. 34.

We have at our Centre many children, all with varying development needs. Wherever a child is exhibiting difficulty within the program the staff will report to the Supervisor who will request to meet with the parents and staff to discuss how best to serve the child. When physical guidance is unavoidable, such as a child running towards traffic, a child who is causing harm to himself or others, etc., the staff will document the incident, sign the document, and submit it to the Supervisor. A meeting will be held with the parents to inform them of the incident, at which time the parents will sign the document and discussion will take place regarding the guidance issues for the child. Occasionally an outside agency may be requested to assist in setting appropriate goals and to provide tools in which to help the child achieve those goals within the program. We are affiliated with Strides.

Golf Road School Child Care Centre believes that behaviour guidance must be exercised in such a way that the rights of a child are respected, and that the child's self-esteem is enhanced. The building blocks of co-operation between adults and children are:

- 1) Respect for the child
- 2) An atmosphere of trust and total acceptance
- 3) Stimulating and age-appropriate programming
- 4) Age-appropriate expectations, encouragement, and praise

To achieve these goals, the following methods will be used:

- Redirection: guiding a child into acceptable options when engaged in an unacceptable activity
- Logical and natural consequences: endeavour to make children aware of results of their actions
- Limit setting: boundaries are developed by the teacher for the children as a group and for individual children according to each situation
- Modelling: demonstration of appropriate ways of interacting

- Providing Choices: appropriate choices are outlined, and children are encouraged to make decisions for themselves
- Anticipating Trouble: planning and preparing the environment
- Ignoring: some inappropriate behaviour can be ignored with more emphasis given to appropriate behaviour
- Positive Reinforcement/Incentive Programs: use of encouragement and/or use of incentives for appropriate behaviour as a teaching method

Self-regulation: requires a child to develop the ability to manage his emotions and control bodily functions as well as maintain focus and attention (Gillespie & Seibel, 2006). Children develop at different rates in all the developmental domains, and this is true for self-regulation also. Since

self-regulation is a complex process that allows children to control their attention, thoughts, emotions, and behaviors, it warrants intentional planning on the part of the teacher (Bodrova & Leong, 2007).

Self-regulation is not a skill that develops in isolation. Physical behaviors are the first behaviors children are able to self-regulate, such as thumb sucking in infancy. Toddler behaviors might include intentional coordination of walking and reaching to obtain a wanted toy. Emotional behaviors, such as spontaneous sharing of a toy with a peer, come later.

Emotional self-regulation includes children gradually learning how to manage their emotions, which leads to children interacting with their peers and adults more effectively when they are upset, frustrated, or embarrassed (Kolestelnik, Whirred, Soderman & Gregory, 2009).

Behavioral self-regulation includes the ability to inhibit one's actions and remembering and following rules (Blair, 2009). This form of self-regulation takes practice and repeated learning opportunities before children demonstrate self-regulation over their behavior.

The most complex, and last to develop, form of self-regulation is cognitive self-regulation. Cognitive self-regulation appears in four-year-old's as they develop their ability to plan (e.g., what they are going to do in learning centers) and utilize proper responses (e.g., listening when a story is read). Children develop and learn different strategies based on different emotions. Individual differences, including temperament, and the ability to control reactions are important in understanding self-regulation.

We reserve the right to decide whether our program is benefiting the child after all possible avenues have been researched and tried. We are committed to providing for all children the best possible program within our means, however; we may find on occasion that we cannot and will do our best to assist the family in finding the best alternate care available. Please refer to our Withdrawal Policy.

ANTI-RACISM

We have developed an anti-racism policy which is reviewed by all staff upon hiring and annually thereafter. Please find our policy on the parent information board, it is there for your assurance that any issues will be handled in a sensitive and effective manner.

SERIOUS OCCURRENCE NOTIFICATION FORM:

The safety and well-being of the children in our licensed childcare program is the highest priority. As an operator of a licensed childcare centre, we work diligently to provide a safe, creative and nurturing environment for each child. Despite all the best precautions, serious occurrences can sometimes take place.

Effective November 1, 2011, the Ontario government introduced a new policy that requires licensed childcare centres to post information about serious occurrences that happen at the Centre. To support increased transparency and access to information, a "Serious Occurrence Notification Form" will be posted beside our license for 10 business days following an occurrence.

Many factors may lead to a serious occurrence report. A serious occurrence does not preclude that the Centre is out of compliance with licensing or that children are at risk in the childcare program.

FEES:

Canada Wide Early Learning Child Care System

Golf Road School Child Care Centre is enrolled in the Canada-Wide Early Learning and Child Care System (CWELCC) as of September 8, 2022.

Base fees (Registration fee and daily fee) as listed below have been reduced by 52.75% of our full fee charged for Pre-School and Before and After School Kindergarten programs as per CWELCC. As of January 1 2025, any fees higher than \$22.00 will be reduced to \$22.00 per day for Infant, Toddler, Pre-School and Kindergarten aged children. **CWELCC does not apply to School Age Programs.**

A registration fee of \$12.00 per family is required upon enrolment of one or more children. Child care fees are payable at the beginning of each month. If you require to make more frequent payments, please see our Child Care Director.

Fees are to be paid by pre-authorized payment plan. Annual receipts for income tax purposes will be issued by February 28th of the following year. There will be a service charge of \$35.00 (non-base fee) plus delinquent charges applied to your account for payments returned NSF and/or account in arrears beyond the month in which the fees were due. As of April 25, 2024 NSF EFT charges are as follows: first 2 returned payments will incur a \$35.00 service charge, 3rd up to 5th NSF EFT charge will be \$50.00. 6 NSF EFT's will determine childcare services terminated.

2025 Canada Wide Early Learning Child Care Fees:

Toddler:	\$22.00 per day	7:00am – 6:00pm
Pre-School:	\$20.55 per day	7:00am – 6:00pm
Kindergarten:	\$13.82 Before & After School	7:00am – 8:30am / 3:15pm-6:00pm
	\$12.00 Before School only	7:00am – 8:30am
	\$12.00 After School only	3:15pm - 6:00pm
	\$19.96 Non-instructional days	7:00am – 6:00pm
School Age:	\$27.00 for School Instructional Days	7:00am – 8:30am / 3:15pm-6:00pm
	\$46.00 Non-instructional days	7:00am – 6:00pm

2025 days per month:

January 23	July 23
February 20	August 17 (no charge for Aug 5, 6, 7, 8)
March 21	September 22
April 21 (no charge for Apr 21/Easter Monday)	October 23
May 22	November 20
June 21	December 20 (no charge for Dec 29, 30, 31)

To calculate your monthly fee, simply multiply the \$/day by the number of business days in the month including statutory holidays. There is no reduction of fees for sick days or vacation days. On the very rare occasion that the Centre must be closed due to inclement weather or other unforeseen instance, the daily charge will apply unless otherwise informed.

A delinquent fee of \$2.00 per day for all late payments will be applied to outstanding balances at the end of each month. Payment of fees is the responsibility of the parent/guardian. Children will be withdrawn from the program when outstanding fees exceed a 2-month period. Parents are responsible for arranging to pay off any debt through a payment plan with the Centre. Any accounts not paid in full or missed payment on a payment plan will be referred to a collection agency.

NO NOTICE WITHDRAWAL will result in a 1 week full fee charge due to the Centre.

An overtime charge of \$3.00 (non-base fee) per minute after 6:00p.m. will be due upon your arrival and payable to the staff member in charge if your child remains at the Centre past closing time. The Centre reserves the right to revoke your child's enrolment if your child is left past 6:00p.m. more than 3 times. If a child is left at the Centre past 7:00p.m. without any contact from parent or emergency contact people, the staff member in charge has been instructed to contact the Children's Aid Society.

CITY OF TORONTO CHILDREN'S SERVICES

As part of our program, we have a **"Purchase of Service Agreement"** from the City of Toronto Children's Services, which enables us to enroll subsidized families when we have the required space available. The Centre is inspected by the City of Toronto on an unannounced visit annually and the results of this inspection can be found on the City of Toronto Children's Services website or by asking our Child Care Director to view the full report. You can apply for a fee subsidy, review the Assessment for Quality Improvement score at www.cityoftorontochildren'sservices.

STAFFING:

Each playroom is staffed with one or more Registered Early Childhood Educator or one Registered Early Childhood Educator and an assistant. A registered early childhood educator (RECE) is a member of the College of Early Childhood Educators. RECE's are trained, qualified and accountable. Our full-time assistants are in-training, completing their studies part time. During the summer months, additional staff are hired to support the summer programming. Staff photographs and playroom designation are posted in the main hallway of the childcare so you may easily identify anyone you may wish to speak to. Most of our staff work a 7-hour day and are available for parent interviews/discussions by appointment.

ACCESS AND EQUITY:

Golf Road School Child Care Centre will accept new children when there are vacancies, on a first come, first served basis, giving priority only to siblings of children currently enrolled at our Centre. No family will be discriminated against on the basis of race, language, culture, sex or sexual orientation. The Centre provides care for families of children with special needs, diverse cultural backgrounds, and religions. If you wish to celebrate certain traditions, we will be happy to try to incorporate these into the program.

TORONTO DISTRICT SCHOOL BOARD / OUT-OF-AREA ADMISSIONS POLICY (P.013)

Children who live outside the designated school boundaries who are enrolled in the preschool program of an onsite child care prior to the end of February in year they are eligible for Junior Kindergarten and who will be enrolled in the Before and After School Program (BASP) at that school can register to attend Kindergarten without going through normal Out of Area Attendance process.

If an out of area child withdraws from the Before and After School Program (BASP) prior to the end of Grade 3, the child may remain at the school until the end of the school year and register at their designated school by address.

If an out of area child withdraws from the BASP after Grade 3, the child may remain at the school until the end of the grade range of the school.

If a child is demitted from a BASP due to age, BASP policies or ineligibility for fee subsidy, they may remain at the school until the end of the grade range of the school to ease transition.

STUDENTS/VOLUNTEERS:

You may from time to time, encounter students from a community college who are at varying stages of their Early Childhood Education studies or volunteers. The Centre welcomes these students and volunteers and encourages continued education in the childcare field. Students and volunteers are **never** left alone with the children. Students and volunteers follow the directions of our staff and must always adhere to all our policies and procedures.

BOARD OF DIRECTORS:

The Centre is operated by a “**Parent Board**” made up of parents as well as members of the community. The Board has several executive positions (with corresponding responsibilities) that are held on a voluntary basis and are elected annually. These positions are President, Vice President, Secretary and Treasurer. Names and positions, Board contact information is found on the bulletin board in the main hallway of the Centre. If you are interested in attending monthly meetings or becoming a member of the Board, please reach out to the Centre Director. A General Meeting of the Board is held annually in April.

MEETING REQUIREMENTS:

During the year, we are visited by a Program Advisor from the Ministry of Education’s Early Years Division and undergo a thorough inspection in order to retain our operating license and funding. Our standards are governed by the Child Care Modernization Act, 2014, the City of Toronto’s Early Learning and Care Assessment for Quality Improvement document as well as our own high standards as parents. All reports that result from these inspections are shared with the Board of Directors and are on display for your information in the Supervisor’s area.

PERSONAL BELONGINGS:

Your child’s personal area consists of a hook for outdoor clothing, and a basket for personal items. This area is identified with a photograph and name tag in the toddler and pre-school rooms. It is important that all notices, artwork, crafts, and soiled clothing are removed every evening so that we may maximize our space. All children are required to have a seasonal change of clothing in case of accidents, etc. Please ensure that belongings are labeled so we may prevent loss and upsets. To provide a healthy environment, we expect children to participate in outdoor activities daily. Please ensure your child/ren are dressed comfortably and appropriately for physical play.

The Centre is not responsible for lost or stolen items.

SAFE ARRIVAL AND DISMISSAL POLICY:

Child Care Safe Arrival and Dismissal Policy - Implementation of

Regulatory Changes under the Child Care and Early Years Act, 2014 – effective January 1, 2024

Purpose

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

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

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

Policy

General

- Golf Road School Child Care Centre will ensure that any child receiving child care at the child care centre is only released to the child’s parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.

- Golf Road School Child Care Centre will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.
- Golf Road School Child Care Centre will only release a child to an individual who is 16 years of age or older and with the written permission.
- Golf Road School Child Care Centre will not release a child to anyone who is under the influence of alcohol/drugs and is deemed incapable of caring for the child.

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
 - document the change in pick-up procedure in the daily written record.
 - sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message, message on Lillio or advised the closing staff at pick-up), the staff in the classroom must:
 - Inform the child care director and must commence contacting the child's parent/guardian no later than 10:00am or 30 minutes after the regular drop off time for children who have a later arrival time. Staff shall send a message via Lillio, if no response within 15 minutes the staff shall call the parent. If the parent(s) can't be reached, emergency contacts will be called until someone has been informed the child has not arrived at child care.
 - If no one has been reached by 12:00pm, the child care director shall contact the Toronto Police at 416 808-2222 (not 911) to inform them of the situation and follow their directions. Employees are to state: "I would like you to check on the well-being of (child's name)".
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),

- confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
- where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked after 30 minutes of given time frame, the child care director or designate shall contact the parent/guardian by phone and message on Lillio and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must leave a message and proceed to send a message via Lillio or text. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall proceed to follow the policy regarding child has not been picked up and the centre is closed as outlined below:

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:00pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall begin to call the emergency contacts listed on the child's emergency form.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 7:00pm the staff shall proceed with contacting the local Children's Aid Society (CAS)
 - Children's Aid Society: 416 924-4646
 - Catholic Children's Aid Society: 416 395-1500
 - Jewish Children's Aid Society: 416 638-7800
 - Native Child and Family Services: 416 969-8510
5. Staff shall follow the CAS's direction with respect to next steps.

Please note: Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

NUTRITION:

At the Centre, we enjoy catered food. Children in care for 6 hours or more will receive a hot lunch, and a minimum of 2 snacks per day. Children in care for less than 6 hours will receive a minimum of 2 snacks. If your child has a special diet or allergy, or develops an allergy, you must report this to our Child Care Director who will make special arrangements to accommodate your child's dietary needs.

Weekly menus are posted on the parent information board for your information. Menus are planned in accordance with the Canada Food Guide and are free of trans-fats and low in sugar.

Children who attend the before and after school programs may bring a bagged lunch to the childcare on non-instructional days, but all lunches must meet the Canada Food Guide requirements and be tree nut/peanut free as well as not contain lentils. Please review the know allergens list located on the bulletin board in the hallway outside the Pre-School room. If a child arrives with a lunch that does not meet the above-mentioned criteria, one will be provided. Hot lunches will be provided on all non-school instructional days and if you prefer to send your child with a bagged lunch there will not be a discounted fee for that day. If a child forgets a lunch, one will be provided.

SLEEPTIME:

Policy

Placement of Children for Sleep

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- Children between 12-18 months of age, who receive child care for six hours or more, will be placed in individual cribs/cradles or cots for sleep in accordance with any written instructions from the child's parent.
- Children who are 18 months of age or older but younger than 30 months, who receive child care for six hours or more, will be placed in individual cots for sleep.
- Children 30 months or older but younger than six years old, who receive child care for six hours or more, will be placed on a cot unless otherwise approved by a director.
- Children 24 months or older but younger than five years old and in a licensed family age group, who receive child care for six hours or more, will be placed in a cot unless otherwise approved by a director.

Consultation with Parents

- All parents of children who regularly sleep at the child care centre will be advised of the centre's policies and procedures regarding sleep at the time of their child's enrolment and/or any time the policies and procedures are revised, as applicable.
- The Centre Director or designate will consult with parents about their child's sleeping arrangements at the time of enrolment and at any other appropriate time (e.g. when a child transitions to a new program or room, or at the parent's request).
- Significant changes in a child's sleeping patterns or behaviours will be communicated to parents. Any significant changes in sleeping patterns or behaviours will result in adjustments being made to the child's supervision during sleep time, where appropriate, based on consultation with the child's parent.

Direct Visual Checks for Infants and Toddlers

- Direct visual checks will be performed every 30 minutes once sleep time commences for toddlers.
- Direct visual checks will be conducted by staff on duty physically present beside the child to make close observations.

Documentation will indicate sleeping child with no unusual sleeping pattern (V), child who is awake (A), child who is displaying unusual sleeping (U)

WE ARE AN ALLERGY SAFE ENVIRONMENT:

Our staff are trained to recognize and react to allergy symptoms including an Anaphylactic reaction. We ask that children do not bring in any food items to reduce the risk of an allergic reaction. Children attending full day school are asked to consume their home brought food items before arriving in childcare. Anyone eating peanut butter or tree nuts are asked to brush their teeth and wash their hands thoroughly before arriving at the childcare centre.

BIRTHDAYS are celebrated as important milestones for the children in a way that is equitable for all. We will supply peanut free ice cream and cone to celebrate birthdays. Food items from home will not be distributed but returned to the family at the end of the day.

PROGRAMMING:

Our staff follow a play-based curriculum. We incorporate the *Early Learning for Every Child Today* (ELECT) and the “How Does Learning Happen” Ontario’s Pedagogy for the Early Years documents in our planning and documentation of the children’s learning.

During our first years of life, the brain develops at an astounding rate. Scientists now know this process is not just genetic but is dramatically influenced by our early experiences with people and our surroundings.

National Scientific Council on the Developing Child, n.d

Program plans are posted weekly for each room. Plans are developed through observation, documentation, children’s interests, and abilities. The plans outline the activities that will be offered to the children throughout the day with changes made being documented. Please read weekly and feel free to discuss with the staff how you can enhance the programming at home. The staff value parent input and welcome articles from home which support the learning goals.

The summer program for school aged children runs throughout the summer. Information regarding special events or outings will be communicated with parents in June. There is no additional cost for special events or outings. Field trips are an integral part of the program that support the abilities and interests of the children in the group.

There are many activities, toys and opportunities for exploration during your child’s day, we therefore, ask that you try to minimize toys being brought from home. Toys from home become a distraction and lead to upsets when lost or broken.

SMOKE FREE ONTARIO ACT, 2017:

Smoking of tobacco, electronic cigarettes, medical and/or recreational cannabis is strictly prohibited by law anywhere on school property, both inside and outside the building within 9 metres of the building. This legislation applies to all staff, students, parents, volunteers, and community members who may be using the site.

HEALTH/HYGIENE:

Since this is a complex issue, it is essential that both the Centre and Parents recognize the following factors when determining if a child should stay home:

- The ability of a child to cope with a full day at the Centre;
- The need to protect all children from contagious diseases;
- The need for guidance for parents to assist them in deciding when a child is “not quite well”;
- The responsibility and commitments of parents who work full time;

- Therefore, follow the Communicable Diseases Chart attached to the Parent Guide for your convenience. A copy is posted in the hallway for reference.

Failure to provide basic medical care for your child is neglect. This failure to provide medical treatment is cause for the Centre to contact Children's Aid to obtain the necessary care for child needs. Also, it is considered neglect not to pick your child up when called by the Centre to do so due to illness. All measures must be taken to ensure that the child is cared for, and it is not the Centre's responsibility or ability to administer to one child due to illness.

The following are some more common reasons why a child will be excluded from the program:

- Vomiting
- Diarrhea
- Pink Eye
- Ringworm
- Fever

Each child is required to have the following items at the Centre **everyday**:

- One complete change of clothing
- 1 blanket for his/her cot
- Sun hat and sunscreen (if providing your own)
- Appropriate seasonal outdoor wear, i.e. Boots, mittens, hats, snowsuit, running shoes

ACCIDENTS AND MEDICATION:

If an accident occurs and the child needs immediate attention, the parent(s) will be contacted as soon as possible and will be directed to meet the child and staff member at Scarborough General Hospital. The child will be transported via ambulance or taxi depending on the severity of the situation. If immediate action is not necessary, you will pick up your child from the Centre and arrange for medical attention yourself.

The staff can only administer prescriptions to a child if authorized by the parent and the medicine form is signed with the noted prescription number or name of prescription, amount of dosage and time of dosage. If a child has an allergy, the Centre must be informed upon registration. Details should be written on the admission form. In the event that a child may have a known allergy which can cause **anaphylactic shock**, the Centre must have on site epinephrine prescribed for the child, Dr.'s instructions and the staff must be trained by the parent in the administering procedure. The parent will complete An Emergency Response Plan for the child which will include known allergens, signs to look for, emergency numbers, etc. This information will be always with the child.

We provide written accident reports whenever a child has required first aid treatment due to scrapes, cuts, bites, bumps, etc. This report is signed by the staff on duty, the supervisor and you, the parent, to ensure the information has been passed on in a timely manner.

BITING:

From time to time a child will bite another child. The protocol for dealing with a biting incident at the Centre is as follows:

- Both children will receive first aid
 - o Biter will rinse out his/her mouth with water
 - o Bitten child will have wound area washed with soap and water and a bandage applied if required
 - o Parents of both children will be notified upon arrival at the end of the day

It is left up to the discretion of the parent to seek medical attention.

PARENT INVOLVEMENT:

Positive involvement from family members is encouraged, and support for the Centre is something we hope you are interested in. There are many ways you can participate and/or help the Centre and in so doing, help the quality of your child's care improve.

- sewing, carpentry, office skills, craft work, computer skills, artistic talent, public relations, chaperoning trips, toy donations, used clothes, book donations, etc.;
- attending meetings, special children's events;
- keeping all your records up to date, bringing in resource materials to share with other parents and staff;
- attending workshops and improving your parenting skills;
- communicating with staff in a positive and professional manner, respecting other parents and sharing responsibilities will help your own circle of friends grow as well as your child's.

PARENT ARRIVES INTOXICATED/IMPAIRED:

Occasionally a parent or other adult may arrive at the Centre in an ill or intoxicated/impaired state, outlined below are the steps we will take to ensure the child is safe:

- If the staff member in charge of the child considers the adult incapable of escorting the child home, the staff member will call the other parent/guardian or emergency contacts to make alternate arrangements for the child to be picked up.
- If an adult in an intoxicated/impaired state creates a disturbance in the Centre, the police may be requested to provide help.
- In the event there is no one available to care for the child, after extensive attempts to contact an alternate, a call will be placed to the appropriate Children's Aid Society to provide care for the child after 7:00pm..
- Communication with the parent/guardian on site will be conducted away from others if possible and with dignity and care.
- If an ill or intoxicated/impaired adult refuses the direction and takes the child in a car, the staff will call 911 to inform of the situation.
- A follow up with the parent will take place within days after the occurrence.

MOVING UP:**Toddler to Pre-School**

When your child is ready to move up to the next age group there is not always a space at the required time. Any child/ren who will not be accommodated will be given four weeks notice and all possible avenues to assist the family will be taken.

Pre-School to Kindergarten or Kindergarten to School-Age

If in any given year, the number of children to be transferred to the next program exceeds the number of spaces available, the children who were with the Centre for the longest period will be accommodated first and any child/ren who will not be accommodated will be given four weeks notice and all possible avenues to assist the family will be taken.

WAIT LIST:

Children will be placed on the wait list on a first come first serve basis.

When a space becomes available, the Supervisor or designate will begin at the beginning of the list for the program which has a space and call the parent. The calls will be placed in order until the space is filled. The following are exceptions to the rule:

- A sibling of a child already in care
- A child returning after a Maternity leave

- Consideration may also be a home school child or if there is more than 1 sibling to start at the same time and both programs have a space
- A child who is referred by an Agency (ie CAS, City of Toronto, Aisling, etc.)

Section 75.1 Ontario Regulation 137/15

Effective September 1, 2016, licensed childcare centres are not permitted to charge fees to place a child on a wait list.

Communicating With Parents:

The status of a child will be communicated with a parent in the following way:

- Parents will be told how many children are waiting ahead of their child
- Names of children and/or parents on the wait list **WILL NOT** be disclosed
- It will be communicated to parents that they will be notified when a space becomes available

ADMISSION/WITHDRAWAL:

The admission process includes a verbal request to be placed on our wait list, a meeting with the Supervisor and child/ren, a placement date given, forms to be reviewed with the Supervisor and completed by parent or guardian which must include current immunization information or waiver. We request that all forms, policies, and procedures are read, understood, and signed that you acknowledge their contents before the child's start date.

Parents/Guardians must provide the Centre with a minimum of 2 weeks notice when leaving our childcare centre. Parents should also notify the City of Toronto if you have a subsidy agreement. NO NOTICE WITHDRAWAL will result in a 1 week full fee payment due to the Centre.

ENROLMENT PACKAGE

Your enrolment package includes enrolment form, trip consent form, immunization form, student photo/video consent form, fee information, parent guide, code of conduct policy, withdrawal policy and any other relevant information at time of enrolment.

Parents wishing to withdraw their child from the Centre are asked to provide the Centre with a written notice a minimum of two weeks prior to withdrawal.

From time to time there arises a situation where the Centre may not be able to meet the needs of a family or child and therefore; we have developed a Withdrawal Policy to clearly define the parameters regarding a withdrawal requested by the Centre (please refer to our website: www.golfroadschoolccc.com).

SUGGESTIONS:

We encourage you to send an email to The Board of Directors at info.grscccboardofdirectors@gmail.com. Emails will be read and responded to during regular monthly Board of Directors meetings and response to follow within 3 days.

EMERGENCY MANAGEMENT POLICY AND EVACUATION SITE:

Golf Road School has in place an Emergency Management Policy and procedures to assist the staff in dealing with emergency situations calmly, effectively and to ensure communication during and after an emergency. In the event that there is an emergency which requires the Centre to evacuate, our alternate site will be Tecumseh Senior Public-School 1st, Cedarbrae Collegiate Institute 2nd. All parents will be notified ASAP of the evacuation and re-location site. Children will need to be picked up as soon as possible.

CAS REPORTING:

As childcare professionals, we are legally bound by Section 43 of the Human Rights Code to report any suspicions of child abuse. The staff have been trained to deal with any reporting in a professional, discreet, respectful, and non-judgemental manner.

CODE OF CONDUCT POLICIES:

The Centre has developed a Code of Conduct/Ethics policy to address the Board of Directors, Staff, Students, Volunteers, Parents and Children to ensure that Golf Road School Child Care Centre provides a safe, ethical, mutually respectful environment for everyone while either working, volunteering, or attending our program. Every Board Member, Staff, Student, Volunteer and Parent will sign a code of conduct policy.

PARENT ISSUES AND CONCERNS POLICY**Policy****General**

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

All issues and concerns raised by parents/guardians are taken seriously by Golf Road School Child Care Centre and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 3 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children’s Aid Society](#) (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the “Duty to Report” requirement under the *Child and Family Services Act*.

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 3 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received. - the name of the person who received the issue/concern. - the name of the person reporting the issue/concern. - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>General, Centre- or Operations-Related</p> <p>E.g.: childcare fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 3 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p>
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 3 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p>

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

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Hannah Persaud, Board President at info.grscccboardofdirectors@gmail.com

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

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

Contacts:

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

City of Toronto Children's Services: Krisiya.Arumuganathan@toronto.ca

College of Early Childhood Educators: www.college-ece.ca

Children's Aid Society: 416 924-4646

Catholic Children's Aid Society: 416 395-1500

Jewish Children's Aid Society: 416 638-7800

We would like to express our thanks to you for choosing our child care centre to meet the needs of your child/ren and family. We hope that you and your child/ren will be truly happy here.