

University of
Toronto
Early Learning
Centre
*Parent/Guardian
Manual*

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Please note that this document is reviewed annually and is subject to change.

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Mission Statement

The Early Learning Centre will provide a superior level of support to the family unit of University of Toronto students, staff and faculty by implementing early childhood education and care programs that strive for excellence in the provision of physical and emotionally nurturing care, and excel in providing an enriched learning environment for children that is safe and happy. Our programs are available full time and part time, are accessible, flexible and integrated with the cycle of University programs for study, teaching and research.

1. GENERAL:

1.1 Access and Inclusion Statement

The aim of the University of Toronto Early Learning Centre (ELC) is to provide a safe, secure, supportive and stimulating environment where children are free to grow to their potential. ELC endeavours to provide a bias-free learning environment, especially in regard to language, teaching materials, response to specific incidents, and other facets of the program.

The learning environment reflects the diversity of the children in the ELC and the world in which they live. The environment reflects cultural sensitivity and where appropriate incorporates each child's cultural heritage into the centre's day-to-day activities. It is an environment that does not exclude or stereotype people on the basis of age, gender, colour, ethnicity, economic status, sexuality, culture, or physical ability/mental ability, and appearance. We prohibit behaviour that is sexist or racist as well as violent play including the use of toy weapons.

The children are taught to respect the religious and ethnic heritage of the different groups that make up Canadian society. The teachers may discuss and incorporate representations of the celebrations and traditions of different communities as appropriate for the ages and expressed interests of the children in their rooms. Care is taken to avoid not only ethnic and racial stereotypes but gender type-casting as well.

In keeping with this philosophy and in accordance with the collective agreements between the ELC and the Canadian Union of Public Employees (CUPE) and the United Steelworkers (USW), which represents the staff, the ELC identifies itself as an equal opportunity work place. Employment practices which discriminate on the grounds of race, creed, colour, national origin, political or religious affiliation, sex, sexual orientation, age, marital status, family relationship, and disability is prohibited by or within the ELC. (Ref: CUPE Collective Agreement, Article 2.03 No Discrimination, USW Collective Agreement, Article 3.01)

ELC is committed to service children and families and to the protection of children, families, staff, volunteers and students from discriminatory behaviour. The ELC also strongly supports the Human Rights Code Section 4 (s), which "provides that every person has a right to freedom from discrimination..." The Code applies to the actions of people in the workplace itself (employment practices) and to the provision of service (child care) to the public. The staff at the ELC is responsible for ensuring that this requirement of the Human Rights Code is carried out.

This procedure applies to children, service users (parent/guardian, family members), and to ELC persons (volunteers, students, staff and Parent Advisory Committee (PAC) members).

(Entire Access & Inclusion Statement & Procedures to Address Incidents of Discrimination is available in the office)

1.2 Program Philosophy

The Early Learning Centre's program philosophy is inclusive, bias-free and based on the concept of learning through play and modeling. We recognize that children learn through active involvement. Learning activities are designed to stimulate creativity, individual growth, development of motor skills, listening / communication skills, cognitive skills, social / emotional skills, and environmental awareness. Both indoor and outdoor activities consider the children's individual needs and capabilities. We provide an environment that encourages manipulation and exploration of concrete materials, allowing the child to understand the world.

Children learn and develop through social relationships with other children and adults. Learning is achieved from modeling significant people

(adults/peers) in their environment. We believe that the nature of a child's relationship with others and the quality of his/her experience with people are basic and vital influences in determining the course of his/her development. Positive social experiences promote the development of healthy self-esteem and respect for others. These experiences are the building blocks for life-long problem solving.

Emergent Curriculum

The teachers work in teams and the model of programming implemented by the teachers is called Emergent Curriculum. What is Emergent Curriculum? As its name implies it is a method of curriculum planning that emerges from the observations of children's development and life experiences and interests. Like your child's development the method is never stagnant. As your child develops, masters new skills and demonstrates an array of interests, emergent curriculum focuses on these areas which are relevant and meaningful in your child's life. The approach is distinguished by teachers following the child's lead and initiative and allowing the curriculum to explore varied and diverse directions. The approach is dependent on teachers observing developmental milestones in the areas of social-emotional, physical and cognitive learning domains. Once a teacher records these observations, planning then takes place to extend, practice and master skills and activities leading to overall development.

We believe that teaching involves observing, listening and responding, redirecting and guiding children's actions, reactions, interests, talk and questions. Through daily routines (i.e. diapering, toileting, tidy up, lunch, snack, dressing...) children can learn many life skills. Spontaneity and flexibility from the teachers also help in fulfilling the needs of the children.

1.3 Preference for University Children

The Early Learning Centre (ELC) is a department of the University of Toronto. The preference of the ELC is to enroll children of University students, staff and faculty, endeavoring to maintain a minimum of 50% of their total enrollment children of University students, and 50 % children of University faculty/staff as averaged over the calendar year.

A University child is defined to mean the natural, adopted or stepchild of a parent/guardian who is, or was at the time of enrollment, a student, member of the staff, or faculty of the University of Toronto. A student is a person

enrolled part-time or full-time in an undergraduate or graduate program of the University (verified through ROSI), and a member of the faculty or staff is any person who has a personnel number at the University (verified through HRIS), full-time or part-time but not a casual employment relationship. This procedure is entirely consistent with the University of Toronto Policy on Child Care Programs.

We are located at three sites, licensed for 152 spaces and 25% of our spaces are reserved for part time care arrangements:

7 Glen Morris St.

- 10 infant spaces (3 to 18 months old)
- 30 toddler spaces (18 months to 2 $\frac{1}{2}$ years old)
- 62 preschool spaces (2 $\frac{1}{2}$ to 5 years old)

252 Bloor St. W. at OISE / UT

- 24 preschool spaces (2 $\frac{1}{2}$ to 5 years old)

UTM 3359 Mississauga Road

- 10 toddler spaces (18 months to 2 $\frac{1}{2}$ years old)
- 16 preschool spaces (2 $\frac{1}{2}$ to 5 years old)

Teachers and supervisors' shifts are set to meet Day Nurseries Act child to teacher ratios.

1.4 Registration

When a child is admitted, parent/guardian(s) will be given a registration package of forms to fill out. These forms include but are not limited to information for emergency situations such as relatives' phone numbers, a section giving permission for the child to go out of the Centre on supervised trips etc. Parent/guardian(s) will also be asked to sign a Parent/guardian's Agreement Form which commits the parent/guardian(s) to abiding by the centre's policies described in the Parent/guardian Manual. These forms must be completed and returned to the centre before the child may be left without their parent/guardian's accompaniment.

1.4.1 Parent/guardian - Child Orientation Day

New situations are stressful for everyone. To aid in increasing the comfort level of both child and parent/guardian/caregiver, the Early Learning Centre

suggests an orientation session prior to the first day of attendance. Although not mandatory both the child and the parent/guardian will have the opportunity to familiarize themselves with the setting, the staff, the other children and the routine. There is no fee for the orientation visit as the parent/guardian is in attendance and is responsible for their child.

1.4.2 Gradual Admission

In order to help the child to integrate home and day care experiences, it is necessary to establish and maintain constant contact with the parent/guardian(s). The gradual admission is a good opportunity for the parent/guardian to observe and interact with the teachers, other children, and the program. Every child entering the ELC is offered gradual admission as orientation so as to give some time for adjustment before the child faces a full day without his/her parent/guardians(s). A relative or caregiver can carry out or share the procedure as long as the child is comfortable and familiar with them.

We suggest the following schedule as a guideline:

First day - short visit (with parent/guardian)

Second day - longer visit (parent/guardian may leave for one hour or so)

Third day - full morning and lunch and then watch the children going for nap before leaving (parent/guardian may stay for short period or longer depending on how the child is doing)

The teachers and parent/guardian(s) depending on how the child/parent/guardian is managing and with the parent/guardians' schedule work out the fourth and fifth day. This period is included in the first month's fees.

1.4.3 Separation Anxiety

Separation anxiety is often defined as a child's verbal, physical and / or emotional expression of unease when a primary caregiver departs. It is typical for a child to display this type of behaviour and to feel uncomfortable at first. Should your child experience separation anxiety staff are able to assist but may wait for an indication from you to offer their help.

It will be easier for your child if you do not prolong your departure, especially during the first few weeks. A child who is feeling anxious will not become any less distressed if you stay "just a little bit longer". It is better

to say good-bye, reassure them that you will return, and then leave. It is very important to make your child aware of your departure as children can become frightened of any separation and this can have long-term effects. We also would like to impress upon you the importance of routine. It will be much easier in the long run if you do the same thing every day. This way your child will quickly understand what happens at what time of day and be able to comfort themselves with the idea that you always return.

Staff is trained to deal with separation anxiety and will comfort your child when you are gone. If it is too difficult for you to stay away for the whole time try leaving your child for an hour on the first day and building up the time from there. We encourage you to call the centre at any point during the day to inquire about your child. If it is not possible for the staff to answer your call immediately they will return your call as soon as possible, it takes time and a communication between staff and parent/guardians to make the transition for everyone in the care giving partnership as comfortable as possible.

2. MANAGEMENT:

2.1 Governance

The Early Learning Centre under the University of Toronto is incorporated as a non-profit corporation. The University of Toronto holds the license to operate a day nursery. Unlike a community run - parent/guardian board of director childcare centre the University of Toronto bares the responsibility of managing the child care centre.

The management team is composed of a manager and three supervisors across our three sites. The teaching team is composed of RECE's and classroom assistants as prescribed by the Ontario Day Nursery Act.

The supervisors are organized under a collective agreement between USW 1998 and the University of Toronto. The RECE'S, classroom assistants, cook and food service worker are organized under a collective agreement between CUPE 2484 and the University of Toronto.

2.2 Parent Advisory Committee

Parent/guardians, ELC staff, University representatives compose the Parent/guardians Advisory Committee. The purpose of the Parent/guardians Advisory Committee is to provide input on the program policies, services and initiatives provided by the ELC and to advise the University of Toronto regarding parent/guardian concerns and opinions as they manage the centre. Meetings are held quarterly. (Ref: Appendix 9.1)

2.3 Parent Engagement

On a more informal basis, individual programs may plan gatherings for parent/guardians, children and staff to celebrate events, share food, and conversation.

Parent Involvement Statement

The Early Learning Centre welcomes parent participation in our programs. You may wish to participate at the Parent Advisory Committee advising us on program development or contributing to working groups that examine policies and centre program initiatives. See **Appendix** for PAC terms of reference.

Alternatively you may have expertise, talents or skills you wish to contribute to the program on a regular or occasional basis. As your child progresses to new age groups at the centre you will be given a form to fill out that will allow you to identify how you wish to contribute to the room.

The easiest way for parents to be involved in their child's centre experience is to share interests and activities that your child enjoys at home. There is a section on all our program planning charts for parents to write observations and home experiences, in this way staff will be able to integrate activities from home into play and learning at the centre.

Each year the ELC PAC distributes an anonymous parent satisfaction survey which is used to improve programs and policies for the following year. Additionally, the manager and supervisors are available either by appointment, telephone or email to consider suggestions that parents offer.

2.4 Organizational Structure

The University of Toronto has overall responsibility for the management and operation of the Early Learning Centre. The Parent Advisory Committee reports, in its advisory capacity, to the Manager to inform decisions.

The Manager reports directly to the Director, of Family Programs and Services in the Office of the VP of Human Resources and Equity.

All teaching, support, casual staff, the Cook and the Food Service Worker report directly to the Supervisors. The Supervisors report to the Manager. The Manager is responsible for supervising and providing direction to the Supervisors, the Business Coordinator, and the Family Resource Coordinator.

All staff are members of the bargaining unit of CUPE and USW save and except the Manager and Business Manager.

3. ADMINISTRATION:

3.1 Opening and Closing of Centre

The centre must be opened and closed by an employee with an accredited Early Childhood Education Diploma/Degree. No employee without an ECE Diploma may be alone with children either in the centre or off the premises unless there is an accredited ECE on site as required by the Ontario Day Nursery Act.

The Early Learning Centre at Glen Morris and OISE sites is open from 8:00 a.m. to 6:00 p.m. and 8:00 a.m. to 5:30 p.m. at UTM site, Monday to Friday, throughout the year except for statutory holidays and closing days of the University. Days of closing are advertised by posted notice, newsletters and list serve notices well in advance of the closure and on the website.

3.2 Arrival and Departure Procedures

If a child is going to be absent, parent/guardians are asked to call their child's room number to inform the staff that the child will not be arriving that day. (Ref: Appendix 9.4 Telephone Directory)

Upon arrival and departure, staff may not have time to chat but it is important to make contact. We must record arrival and departure times for

each child. This information is critical in case of an emergency. Any special instructions or messages from the parent/guardians to staff can be left in the office or by voicemail.

At OISE & Glen Morris sites -

- Please pick up your child no later than 5:50 p.m. This allows ten minutes for last minute toileting, dressing etc. All children and parent/guardians must be out of the centre by 6:00 p.m., at which time the centre doors are locked. If for some reason, you are delayed and unable to pick your child up by 5:50p.m., please be sure to call your child's room or the main office to notify staff that you are on your way.

At UTM site -

- Please pick up your child no later than 5:20 p.m. This allows ten minutes for last minute toileting, dressing etc. All children and parent/guardians must be out of the centre by 5:30 p.m., at which time the centre doors are locked. If for some reason, you are delayed and unable to pick your child up by 5:20p.m., please be sure to call your child's room or the main office to notify staff that you are on your way.

On departure, be sure a teacher has been informed that you and your child are leaving the centre.

Children will not be released to anyone other than their own parent/guardians or guardians, unless ELC staff has been so authorized, in writing, by the child's parent or guardians. Persons unknown to ELC staff, but who have authorization from the parent/guardian to pick up their child will be asked to provide identification before the child is released to their care. No child will be released to anyone under the age of 16 years old.

3.3 Late Departure & Late Pick-up Policy

The Centre closes promptly at 6:00 p.m. (OISE & Glen Morris sites) and 5:30 p.m. (UTM site) each night.

If a staff person is required to stay longer than closing time at either site because a parent/guardian has not left the building or arrived in time for closing, the parent shall receive an invoice for late departure/pick up. The

fine for late pick up or departure is as follows: \$25 for the first five minutes and \$1 for each minute thereafter.

When a parent/guardian is more than half hour late, and has not contacted the Centre, and when staff has not been successful in contacting the parent/guardian(s) or emergency contact people, the following procedure will apply:

- The staff member will call the Children's Aid
- The intake CAS case- worker will be told the name of the staff member, the name of the centre, and the details of the situation.
- The social worker will give the staff member advice about how to deal with the situation.
- The incident will be entered in the day care log.

At Glen Morris & OISE sites - Late pick up at 1:00 p.m. for part time care - If your child remains beyond the 1:00 p.m. pick up time you will be charged \$25.00 for any pick-ups occurring between 1:00 - 1:05 p.m., and \$1.00 for each additional minute after 1:05 pm. It is imperative that your child is picked up on time as additional children compromise our ability to legally operate within ratios set by the Day Nurseries Act.

NOTE: After two late pick-ups, parent/guardians will receive a warning from the Manager. On the third occurrence, fines will be doubled. If there is a fourth occurrence, parent/guardians may be asked to withdraw their child from the centre.

3.4 Full Time and Part-Time Care

Twenty to twenty five percent (30-38 spaces) of our 152 spaces are reserved for part time care. Minimum use of part-time care is **2 half day blocks** per week.

The centre operates in sessions, as does the University. Confirmation of continued enrolment in the program takes place prior to each session. Notice of confirmation dates will be distributed by the supervisors of the program at least one month prior to each session. It is the **responsibility of parent/guardians to return confirmation forms each session** to continue care within the centre. Spaces that become available at the end of each session are filled based on seniority (admission date). We will do our best to accommodate all our registered families' child care needs, but due to the

size of the center we cannot guarantee everyone will receive their first choice in care blocks. Spaces that cannot be filled by existing families will be offered to University of Toronto families on our wait list. The sessions are divided as follows:

- Fall Session September 1st to December 31st
- Winter Session January 1st to April 30th
- Summer Session May 1st to August 31st

Part Time Blocks of care -Glen Morris & OISE sites

- AM 8:00 am - 1:00 pm (infant only)
- PM 1:00 pm - 6:00 pm (infant only)
- FULL DAY 8:00 am - 6:00 pm (infant, toddler, preschool, OISE)

Part Time Blocks of care -UTM site

- FULL DAY 8:00 am - 5:30 pm (toddler, preschool)

Please note: Part time fees exceed full time fees to offset administrative and operational costs associated with the spaces.

3.5 Emergency/Extra Care

Extra care is subject to space availability on any given day. Please ask the teachers in your child's room if they are able to accommodate your child in anticipation of a vacancy. Then email the date to the supervisor for confirmation and billing procedures to follow. Payment for the extra care is due the day it is used.

3.6 Application Procedure and Waiting List

The children of University of Toronto students, staff, and faculty have priority over the community members on the waiting list. Interested parent/guardians may request an application form to place their child on the waiting list by referring to the website: www.elc.utoronto.ca. As spaces become available they are offered to families in the following order:

1. Currently enrolled children in the centre
2. Siblings of currently enrolled children of UofT students, staff and faculty
3. Children on the U of T waitlist, students, staff & faculty
4. Children on the Post Doctoral and Federated/Affiliated College waitlist

5. Community waitlist.

Admission into the centre from the waitlist is based on a first come, first served basis **and the age of the child at the time of admission**. At the request of the Provost and Vice President, Human Resources, a child's status/application may be advanced on the waitlist in recognition of institutional priorities. It is the responsibility of the parent/guardians to e-mail the ELC with any changes to their application after their initial placement on the waiting list, to ensure offers of spaces are received. Prospective parent/guardians will be offered an opportunity to tour the centre during an open house offered at intervals through the year.

3.7 Admission

When a child is offered a space at the Early Learning Centre, the supervisor by telephone will notify the parent/guardian(s). Upon acceptance an admission interview will be arranged to familiarize you and your child with the teachers, the program, to answer questions and complete registration forms. In addition we recommend that the first few days of attendance, parent/guardians allocate extra time in their schedules to stay with their child for some time to assist in the adjustment to the centre.

3.8 Transitions from one Age Group to another

When there is a space available in the next age group, we offer the space to the oldest child in the room regardless of part time and full time status. If in the case of an available part time space, when the space offered does not match the parent/guardians desired days, we offer the space to the next oldest child in the room.

As children approach a transition, staff incidentally arrange visits and interactions that allow the child to become familiar with the children, the routine and the environment in the next age group.

When a space is available staff and supervisor will assess the support necessary for the child to make a successful change. The supervisor will then give parent/guardians advance notice in writing of transition dates.

A guideline for the week will be as follows:

Day 1 - An a.m. visit for the activity period or playground visit.

Day 2 - An a.m. visit including lunch

Day 3 - A visit that will last until after rest time
Day 4 - Flexible full day initiated by the teachers
Day 5 - Parent/guardians drop the child off in the new room

A transition may be decelerated or accelerated depending on the child's response.

3.9 Spaces and Transitions to OISE site

On the St. George Campus, the ELC has a total of 86 preschool spaces between two sites. Depending upon your toddler child's age and the availability of a space, toddlers at our Glen Morris site may be transitioned to a preschool space at OISE, as it is available. As the time for attending OISE draws close, an orientation to the new site will be arranged by the supervisors.

Please note: when parents receive notice of transition to the next age group, the space may be at either OISE or Glen Morris, wherever the space is available. Considerations for siblings attending Glen Morris or documented Special Needs will apply. Our Special Needs Consultant will assist in determining suitability of placement. Refusal of the space will be considered one month notice of withdrawal and final billing will be arranged.

3.10 Fees

Fees will be set by the University of Toronto, normally in December for the calendar year following. However, if the University deems it necessary to do so, it may, at any time during the year, alter the fees.

Fees will still be applied during a child's absence due to illness, planned vacations, statutory holidays and University closures.

The student fee rates do not apply to University of Toronto faculty, staff, and their spouses / partners eligible for education-related benefits through the University's Education Assistance Program, Dependent Scholarship Program, or the Tuition Waiver for Dependents Program. For more information on the University education-related benefits employees can refer to their collective agreements or employment policies at www.hrandequity.utoronto.ca/groups.htm

Invoices and communications regarding your fees will be done by email. Upon enrollment, please ensure you indicate which email address you would like the ELC to use for financial information.

Parent/guardians are responsible for updating email addresses as necessary for all communication purposes.

Part time families will receive an invoice for the entire term at the beginning of each term. Invoices for the entire term will not be issued to full time families because fees do not change from month to month. All fees are due on the first day that the centre is open in any month. A late fee of a \$1.00/day will be charged for each day payment is late. To avoid late fee charges we ask parent/guardians to submit post dated cheques to the end of each term. Please write your child's name on the memo section of the cheque or money order.

Monthly fees for families receiving a City of Toronto Children's Services childcare subsidy and Region of Peel Children's Services childcare subsidy will continue to be based on their current assessed daily fee. A copy of the current fee schedule is given to parent/guardians upon admission and as changes occur.

If you need to discuss a payment arrangement please contact our Business Coordinator, Sylvie Brown at 416-978-6725 or email sylvie.crowe@utoronto.ca.

The child care centre reserves the right to cancel the enrollment of any child whose fees are in arrears beyond the amount of the deposit received as of that date (i.e., normally a month for full fee paying parent/guardians) or whose fees are in arrears more than three times during a twelve month period. The procedure for such cancellation of enrollment is as follows.

The Manager will review the matter and hear submissions from both the Business Coordinator and from the parent/guardian regarding payment schedules and time frames for payments. The Manager will make the final decision on termination if the parent/guardian fails to reconcile their account. The Manager has the right, if it is deemed necessary in her/his sole and absolute judgment, to terminate enrollment immediately.

3.11 Deposits, Last Month Fees and Interest

A full fee paying parent/guardian (part time or full time), upon registering a child at the day care, shall deposit with the day care centre an amount equal to one month's fee. This deposit, which is non-refundable, will be held by the child care centre, without paying any interest to the parent/guardian, and will be credited toward the last month's fees for the child. The parent/guardian will be responsible, for the last month, for paying the difference, if any, between the amount of the deposit and the actual fee at the time that the child leaves the day care centre. Similarly, if fees have decreased between admission and withdrawal, the centre will be responsible for repaying any difference between the deposit and the actual fee at the time the child leaves the centre.

For a parent/guardian whose child is receiving a subsidy from the City of Toronto Department of Community Services, Children's Services Division or Region of Peel Children's Services, and the deposit is equal to their monthly-subsidized fee based upon 22 enrollment days. All other conditions applicable for a full fee paying parent/guardian apply.

In exceptional circumstances, the ELC may allow a parent/guardian to pay the deposit in equal amounts spread over time, up to four months.

3.12 Returned Cheques

Parent/guardians submitting NSF cheques are responsible for payment of a \$25.00 service charge for the returned cheque. **Fees must be paid by certified cheque or money order as a result of receiving two or more NSF cheques.**

3.13 Financial Assistance

The Centre operates under provincial license and has a purchase of service contract with the City of Toronto Children's Services Division and the Region of Peel Children's Services that provides fee subsidy for eligible parent/guardians. Parent/guardians wishing to investigate and apply for subsidy must make these arrangements well in advance of the time of registration of their child at the Centre. Children's Services has a separate waiting list of their own. Please refer to the City of Toronto Children's Services website www.toronto.ca/children.index/htm or Region of Peel

Children's Services website <http://www.peelregion.ca/childcar> for more information.

For information on U of T financial assistance for students with children please refer to http://www.familycare.utoronto.ca/financial_resources/ U of T Child Care Benefit Plan: Faculty and staff may be eligible for partial reimbursement of child care expenses under this benefit plan. For more information employees can refer to their collective agreements or employment policies at www.hrandequity.utoronto.ca/groups.htm

3.14 Giving Notice/Withdrawing from the Program

A parent/guardian must give four week's written notice of the withdrawal of their child to the supervisor of the program that the child attends. Email notice is acceptable. The fee deposit will be credited toward the last month's fees and any amount owing will be paid at the beginning of the last month.

A parent/guardian giving less than four week's notice will be required to pay full fees for that portion of the month not covered by notice of withdrawal.

3.15 Accommodation Procedure

The Early Learning Centre will make every effort to serve all children and parent/guardians in the program. This is accomplished by observation of individual children and the entire group, gathering additional information from parent/guardians, teachers, and other appropriate professionals (with proper release of information forms signed by the parent/guardian), and developing the program to meet the needs of both the individual child and the group.

There may, however, be situations in which the regular program cannot meet the needs of some children or families. In this case the Manager has the responsibility to decide that a child/family should be withdrawn. This measure will be taken as a last resort.

In the event that a decision to withdraw a child is taken it will be done with the consideration of the best interests of the child and the safety of the entire group. The Manager will assist the family as much as possible to find an alternative placement for the child.

If a concern is raised by either the parent/guardians or staff with regard to a developmental need or concern, parent/guardians must agree to fully participate in the following process in order for their child to be accommodated at the Early Learning Centre:

Documentation

1. At the onset of a concern, the concern and/or child's behaviour is to be observed and recorded by the staff in her/his room. If the issue is behavioural the staff will include any precipitating incidents and the follow-up by staff according to the behaviour management philosophy. At the identification of a concern, staff and parent/guardians will meet to develop a strategy to address the developmental need/concern.

Meetings

2. Meeting will be held which includes the parent/guardians, staff, supervisor, and the child if appropriate, in order to develop an individual developmental program plan for the child. Several meetings may be arranged in order to establish a plan that meets the needs of the child and the program. Appropriate time lines will be set and all the meetings will be documented. The ELC maintains the practice that information about a particular child is confidential. We do not share information about any child outside the staff and ministry licensing specialists without parent/guardians/guardian written approval. We store children's files in locked cabinets in the main office.

Outside resources involved with the family.

3. In some cases outside resources may be necessary to meet the special needs of a child attending the ELC or to support in service training of our staff. In the case of a child attending school, the classroom teacher, principal and any other school professionals involved with the child will be involved, with proper parent/guardian consent. Other professionals such as the City of Toronto's Special Needs Consultant or Region of Peel Consultant will be available for consultation and advice and who may recommend the involvement of other community agencies. These outside consultations will also only take place with parent/guardian consent. In service training support for staff will be determined by the supervisor of the program.

Referral to Agencies

4. Depending on the assessment of the consultants and outside agency, and in consideration of the ELC's commitment to inclusion most children will be

accommodated and programs whenever possible will be adapted to meet the needs of each child. The supervisor and consultants from outside agencies will assist the parent/guardians and staff in developing and implementing a plan that supports goals and expectations to meet the needs of the child within a group care setting.

Withdrawal

5. In the event that a duty to accommodate the child has been made and it is determined by the Manager that the ELC still cannot meet the child's needs and/or the family may benefit from a different or more specialized placement, the Manager has the right to decide that the child be withdrawn. The Manager will inform the parent/guardians of this decision in writing and at a meeting including agency consultants that have been involved. Advising consultants and the Manager will assist as much as possible to find an alternative arrangement. An appropriate period will be established to assist the parent/guardian's and give them time to find the best possible placement for their child. Consultants from the Ministry of Children & Youth Services, Toronto Children's Services and Region of Peel (if applicable) are informed if a child is being withdrawn.

3.16 Annual Parent/guardian Interviews

Once a year parent/guardians may request a formal parent/guardian-teacher interview to discuss the progress of their child. The meeting may be up to an hour in length. Using developmental checklists and their observations staff will provide a comprehensive oral progress report. The teachers will schedule annual interviews in the older age groups.

3.17 Holidays

The Centre will post notices of holiday closures on entrances one week in advance of the closure.

The Centre is closed for all statutory holidays officially observed by the University of Toronto and **all other University closures**. Statutory holidays include:

- New Year's Day
- Family Day
- Victoria Day
- Good Friday
- Civic Holiday

Labour Day
Thanksgiving Day
Christmas Day
Boxing Day

Summer Closure

4. HEALTH, HYGIENE AND SAFETY

The Early Learning Centre (ELC) at the University of Toronto is committed to providing a safe and healthy environment for its employees and the children entrusted to their care. The Manager assisted by the Supervisors will ensure that the measures and procedures prescribed by the Occupational Health and Safety Act and its regulations, the Day Nurseries Act, the Toronto Public Health and Region of Peel Public Health Guidelines and any other relevant legislation concerning will be met and that every reasonable precaution is taken for the health and safety of teachers and children. To that end, the Manager with the assistance of the supervisors will establish and maintain programs to identify and control health and safety hazards and monitor the operation of these programs on a regular basis.

The Manager is ultimately responsible for the health and safety of the teachers and children. The Supervisors will be held accountable for the health and safety of teachers and children and each employee will be held accountable for the health and safety of the children under their care. Employees have a responsibility to bring health and safety concerns to the attention of the supervisor. The supervisor will bring any health and safety concerns promptly to the attention of the Manager.

4.1 Smoking

Smoking is not permitted anywhere in the building or grounds of the Early Learning Centre. The ELC grounds include the front lawn area, playgrounds and parking area.

4.2 Release Liability

As indicated in the Parent/guardian Agreement, parent/guardians of children entering the ELC are required to sign a form releasing the ELC

from all liability for accidents and/or illness occurring while the child is in attendance at the ELC and/or on excursions.

4.3 Emergency Procedures

The ELC staff is trained in First Aid and CPR rescue techniques. If any minor accidents occur, staff will apply first aid and a report is filled out by the attending staff and you will be asked to read and sign the report when you pick your child up. The reports will be placed in your child's file.

Accidents or illnesses requiring medical attention will be reported to you immediately, or in the event you cannot be reached, reported to your designated emergency contact. In the event of an accident or an illness requiring immediate medical attention the supervisor will make arrangements for your child to be transported to the nearest hospital. You will be notified and required to meet the program staff at the hospital. Childcare staff will not be responsible for making a decision regarding the medical treatment of a child. This decision will be made either by a parent/guardian, on arrival at the hospital or by the attending physician.

4.4 Hand Washing and Universal Precautions

Children and adults are required to wash hands after use of the washroom, prior to any meal or snack, after diaper changes, and between diaper changes.

According to the Toronto Public Health Department and Region of Peel Public Health, blood-borne diseases such as hepatitis B and HIV infection are not common among the children of our community, but on occasion, questions and concerns about the prevention of transmission and the risk of infection to others may arise. The primary concern is the safety of all children and staff at the ELC. With this in mind, the ELC has adopted Universal Precautions to prevent transmission of blood-borne diseases:

4.5 Toilet Training and Diapering Routine

A child need not be toilet trained to attend the Early Learning Centre (ELC). The parent/guardian is required to bring diapers and the ELC will provide disposable pre-moistened wipes. Through mutual feedback from staff and parent/guardians, we can work out a gradual toilet training process for the child that is consistent and follows the child's own cues and readiness signals.

(Ref: Appendix 9.2 Toronto Public Health Diapering & Toileting Routine)

4.6 Immunization

Provincial regulations require that all children be immunized against communicable diseases. Forms recording immunizations should be updated and signed by the physician when such treatments are received. An up to date immunization record must be kept at the ELC for each child.

Parent/guardians choosing not to immunize their child must submit to the centre prior to their child's admission a completed Statement of Conscience or Religious Belief Affidavit.

4.7 Medication

The Day Nurseries Act requires that daycare staff must not administer non-prescription drugs without specific written instructions from a doctor. In all cases, prescription, non-prescription or Homeopathic you must complete and sign a **Medication Form** provided by any staff and attached to the daily chart in the room and signed after the medication has been administered. All medication will be kept in a locked container and administered an ECE. All medication must be taken home every night, as suggested by Public Health guidelines. Epi-pens can be left at the ELC on an ongoing basis in the locked medication box.

Medication may be administered in only the following three situations:

1. The medication is prescription and is in the container prepared by the pharmacist. The container must include the child's name, the doctor's name, and the name of the medication, the date the prescription was issued, and the prescribed dosage.
2. The medication is non-prescription and is contained in the original packaging. The parent/guardian must provide a written statement from a doctor specifying the child's name, the doctor's name, the name of the medication, the date that the prescription (for the non-prescription drug) was issued and the prescribed dosage.
3. The medication is needed on a regular basis, e.g. Ventolin masks for asthmas sufferers, etc., and a doctor's letter is on file and must be renewed annually.

Please note:

- The date of the prescription must be current and the dosage instructions must be specific.

- The Medication can be administered only when the instructions clearly indicate the times when the medication should be administered.
- Parent/guardians should take the medication container home when the child is finished with it. Failing to do this, the staff will wash out the container and dispose of it into the garbage.
- The date of the medication is current and no more than a year old. If it is not current, a doctor's note is required with new instructions for administration.
- In all cases, parent/guardians are required to complete an authorization form to permit the Centre staff to administer the medication.

HOMEOPATHIC REMEDIES

Homeopathic remedies may be administered when it is accompanied with a letter from the homeopath with:

- a) The name of the remedy
- b) The dosage
- c) The time the medication is to be given and
- d) The length of time the child is to take the remedy

The parent/guardian of the child must complete an authorization form to permit the ELC staff to administer the remedy and write a reminder on the communication board in the child's program.

All other notes and dispensing procedures for administering medications apply in dispensing homeopathic remedies.

Do not leave medication in your child's cubby or bag. All drugs, including asthma inhalers must be kept locked within the ELC. The ELC teachers will not accept expired medications.

The ECE **will not administer** Tylenol, Tempera or cough syrup to any child without a written prescription. If your child requires any of the above mentioned you will have to come to the ELC to administer the dosage to your child or keep your child home for the day.

4.8 Children with Special Medical Needs

It is the responsibility of the University of Toronto Early Learning Centre and the parent/guardian(s), legal guardian or authorized representative that, prior to admission of a child with special medical

needs, that a planning meeting be held to determine the level of support that is required for the child. A medical assessment from the primary health care provider will be required. This assessment must clearly indicate whether the child's medical condition is stable enough for a lay person to address these special medical needs.

In addition to the medical assessment, the University of Toronto Early Learning Centre will ensure that there is adherence to the Canadian Charter of Rights, Day Nurseries Act, Health and Safety Procedures, Anti- Discriminatory Procedure the Operating Criteria outlined by the City of Toronto Children's Services and Region of Peel Children's Services in order to determine if the University of Toronto Early Learning Centre is the appropriate placement for the child.

If the University of Toronto Early Learning Centre is deemed not to be an appropriate placement; the Special Needs Resource Support staff assigned to the University of Toronto Early Learning Centre will be available to support the child's family in finding an appropriate childcare program that would better suit the needs of the child and family.

PROCEDURE

As a Health and Safety procedure in general, child care centres can only provide non medical care and supervision to children. The following information is provided as a result of questions posed about the extent to which the University of Toronto Early Learning Centre can provide care to children with special medical needs.

Although staff of the University of Toronto Early Learning Centre cannot provide medical care in general, the University of Toronto Early Learning Centre may do the following *specific procedures*: Anaphylactic - Epi- pen Injection, Diabetes care - Glucose monitoring, G-tube feed and Ileostomy care. However, it is the right of any ECE staff to refuse to administer medication.

4.8.1 Anaphylactic- Epi-Pen Procedure:

Anaphylactic Procedure - Anaphylaxis is a serious allergic reaction and can be life-threatening. Food is the most common cause of anaphylaxis and often includes eggs, peanuts, tree nuts and cow's milk. Other causes that can lead to a reaction include insect stings, medicine, latex, or exercise.

University of Toronto Early Learning Centre staff may administer the Epi-Pen Jr. or the Epi-Pen Auto Injector as prescribed by a physician in cases of emergencies **only**. Both the Epi-Pen Jr. Auto Injector and the Epi-Pen Auto Injector are disposable, prefilled automatic injection devices designed to deliver a single dose of epinephrine for allergic emergencies. They should only be used by, and/or administered to, a hypersensitive (allergic) Child in the event of an allergic emergency as prescribed by a physician. Such emergencies may occur from insect stings or bites, foods, drugs or other allergens, as well as from idiopathic or exercise-induced anaphylaxis.

The use of both the Epi-Pen Jr. and the Epi-Pen is being permitted because of its demonstrated potential to save lives when there may be only minutes to spare; and because it is premeasured and contained in an automatic injection device. However, even if the Epi-Pen Jr. or the Epi-Pen is used, the University of Toronto Early Learning Centre must still obtain emergency medical care. **The use of the Epi-Pen Jr. or the Epi-Pen is emergency supportive therapy only and is not a replacement or substitute for immediate medical or hospital care.**

Objectives: We are committed to:

- Minimizing the risk of an anaphylactic reaction occurring while the child is in the child care.
- Training staff, students and volunteers to respond appropriately to an anaphylactic reaction by initiating appropriate treatment including administering an Epi Pen.
- Raising awareness about allergies and anaphylaxis amongst the children and parent/guardians through education and procedure implementation.

Important to note that

- A reaction can develop within minutes of exposure to the allergen.
- Young children may not be able to express the symptoms of anaphylaxis.
- It is not possible to achieve a completely allergen-free environment so we should not have a false sense of security. That is why we must adopt a range of procedures and risk minimization

strategies in order to reduce the risk of a child having an anaphylactic reaction.

Strategies to Reduce the Risk of Exposure to Anaphylactic Causative Agents

4.8.2 Food Related Allergens

- A list of allergies along with the Individual Anaphylaxis Emergency Plan is posted in each room.
- The Allergy List and Anaphylaxis Plan are revised as necessary.
We ask that NO OUT SIDE FOOD or TREATS be carried into the child care centre except for the following.

Serving of food

- All children are closely supervised at meal and snack times and will be required to consume food in a specified area.
- When eating, children are not to share food from their plate.
- Very young children will be adequately separated to ensure that there is no cross contamination.
- When a child is allergic to milk, ensure that milk bottles belonging to babies are not accessible to other babies or very young children who have milk allergies.

Environment

- Tables are washed before and after meal and snack times.
- All children and staff upon arrival and before and after meals must wash their hands.
- The ELC makes every effort not to purchase products that contain peanuts or products that may contain peanuts.
- Kitchen staff will receive training in measures necessary to prevent food cross contamination and in reading food labels.

Materials/foods Used for Craft and Sensory Programming

- Foods or products that children are allergic to may not be used for craft and sensory play. Food containers, boxes and packaging in crafts, cooking and science experiments will be monitored by staff to avoid contact with known allergens.
- Latex balloons, egg cartons and milk cartons may produce allergic reactions and are **NOT** to be used for craft or sensory programming along with any other known allergen listed in their room.

Communication Plan

- Allergy alert along with a food restriction list will be posted in the kitchen, eating areas and activity rooms.
- At the entrances of the child care centre an allergy notice will be posted. It will advise parent/guardians and visitors that there are children attending the centre that are at risk for potentially life-threatening allergies.
- Staff, students and volunteers will be provided with general information on life-threatening allergies, including anaphylactic allergies.
- Strategies to reduce the risk of exposure to anaphylactic causative agents will be posted in the eating areas.
- Enrollment forms will request information from parent/guardians about their child's medical condition, including whether children are at risk of anaphylaxis.

4.8.3 Individual Anaphylaxis Emergency Plan

Each child with an **anaphylactic allergy** will have an individual plan including the emergency procedures to be followed in the event the child has an anaphylactic reaction.

These individual plans will be posted in all areas where children eat.

The parent/guardian/guardian and physician of an enrolled child with an anaphylactic allergy will be required to complete the child's individual plan, including the emergency procedure that includes:

- a photo of the child
- a description of the child's allergy
- monitoring and avoidance strategies signs
- symptoms of an anaphylactic allergy
- action to be taken by the child care staff in the event the child has an anaphylactic reaction
- Parent/guardian/guardian consent that allows the child care staff to administer the allergy medication in the event their child has an anaphylactic reaction.

Parent/guardians are required to advise the child care centre if their child develops an allergy and require medication, or of any change to the child's

individual plan or treatment or if their child has outgrown an allergy and no longer requires medication.

Staff Training

All child care staff, students and volunteers will review the anaphylactic procedure and the child's individual plan including the emergency at the time of orientation and annually thereafter; a record will be retained for at least two years.

Staff will receive training from a parent/guardian/guardian on procedures to be followed if a child has an anaphylactic reaction. It will include how to recognize the signs and symptoms of anaphylaxis and administer medication.

Anaphylactic Information

The best way to protect children is to ensure that all staff, students and volunteers where there is a child medically diagnosed with anaphylaxis receive annual training on how to prevent an anaphylactic reaction, to recognize the symptoms of anaphylaxis and how to administer an Epi-Pen®

Parent/guardians are required to provide staff, students and volunteers with specific instructions.

4.9 Illness & Exclusion Procedure

Children attending day care are expected to participate in all facets of the program. If this is not possible because of illness, the child should be at home. Children with fever, diarrhea, or any contagious disease must not be brought to the Centre. If upon child's arrival or during the day a teacher observes a child with symptoms of ill health, the parent/guardian will be notified immediately and is expected to pick the child up promptly. It is necessary to be able to contact parent/guardian(s) at any time throughout the day should the need arise. The centre determines how long a child with a communicable disease will be absent based on guidelines established Toronto Public Health and Region of Peel Public Health, and guidelines from the Well Beings Guide published by the Canadian Pediatric Society.

A teacher has the right to refuse admittance, or to request a child be examined by a physician if the child displays any unusual symptoms such as:

- (1) Unusual skin disorder, rash, or other infection,
- (2) Heavy mucous or heavy cough, or sore throat, or asthma symptoms
- (3) Fever over 100 F or 38 C
- (4) Two instances of diarrhea, or vomiting, or a combination of both

If any of these symptoms do occur, Toronto's Public Health's Guidelines for exclusion of ill child will apply.

(Ref: Appendix 9.3 TPH Guidelines for Common Communicable Diseases)

Parent/guardians are responsible for notifying the Centre if the child contracts a communicable disease. The Supervisor or Designate will report communicable diseases to Toronto Public Health in accordance with their reporting procedures and list of reportable communicable diseases (posted in the office). Communicable diseases must be reported immediately.

If the child has on-going health care needs, a medical certificate upon admission of the child to the centre may be required. After the child's absence due to infectious disease(s), parent/guardians may also be requested to provide a medical certificate upon returning to day care confirming the child is symptom free.

(Updated April 11, 2006 as per TPH Annual Inspection)

Allergies

If your child has an identified allergy that does not fall into the anaphylactic category please inform the staff and program supervisor as soon as possible and every reasonable effort will be made to protect your child from contact with the specific allergen.

Head Lice

Though we all know that head lice do not come from poor hygiene, it does cause a great deal of stress because of its persistence, inconvenience and discomfort. At the ELC our main objective is to minimize its spread.

Therefore, you are advised to take the following steps as soon as you have reason to believe that your child has head lice.

- Treat your child with a special shampoo right away. Wash all combs and brushes in the medicated shampoo.
- When the hair is dry, the remaining nits must be removed with a fine-tooth comb, steel brush or tweezers. If this is not done thoroughly

the problem can persist. The nits should be put into a plastic bag, and the bag tied and disposed of carefully.

- Check other family members for signs of head lice, and only infested family members should be treated at the same time.
- Clothing, stuffed toys, towels, and bed linens must be placed in the clothes dryer on high heat for 20 to 30 minutes, or sealed in a plastic bag for two weeks. Vacuum beds, furniture and rugs.

Note: Toronto Public Health defines appropriate treatment as shampooing with a medicated drugstore product such as R & C , NIX or Kwellada (which is no longer Lindane based), and removal of the eggs or nits, with a repeat treatment after two weeks. Children will be readmitted to the ELC after the first treatment, and staff is authorized to ask parent/guardians to take their child home until after the shampooing and nits have been removed. (Procedure updated 13/09/04 as per Toronto Public Health Guidelines).

For additional preventative information you can also go to www.licebusters.ca. If you are pregnant, nursing, have allergies or using medication, you may want to consult with your doctor or call the Mother Risk Program at the Hospital for Sick Children in Toronto at 416.813.6780.

4.10 Fire Drills

In order to protect the safety of all children in the event of a fire or other emergency situation, monthly fire drills are conducted. For each area of the ELC there are specific fire procedures. Staff is instructed as to their duties in a fire or emergency evacuation as part of their orientation. The monthly fire drills allow all children and staff to become familiar with our evacuation procedures. Records of fire drills are kept in the office. In an emergency situation where we were forced to evacuate, all parent/guardians will be contacted to pick up their children from the emergency shelter. The fire evacuation plan is posted in each classroom.

4.11 Nutrition

Our goal is to provide healthy, nutritious and enjoyable food for snacks and lunch. There is an increasing awareness of the connection between the food we eat and our overall behaviour and health. As much as possible the ELC takes care to provide meals and snacks prepared with high quality fresh ingredients. The ELC prohibits the use of trans-fats in foods served in our centres. Please note: Our meals and snacks are prepared on site at our Glen

Morris St. location. Since we do not have a kitchen at our OISE or UTM site our meals and snacks are catered.

The ingredients used at our Glen Morris kitchen are, whenever possible, fresh, unprocessed and unrefined. Whenever available we use unsprayed, pesticide-free supplies.

At Glen Morris, our lunch menus rotate every 12 weeks, and changes according to the four seasons, so that we have a Spring, Summer, Autumn and Winter menu. The rotation takes into account the body's need for heavier, warmer foods in winter such as cooked vegetables and stews, and the lighter fare for summer such as cold and raw salads. It also allows that fruit and vegetables served will be fresh and in season. Our snacks follow the same guidelines.

Food Precautions and Restrictions

We ask that parent/guardians DO NOT leave food in their child's locker for the following reasons:

1. Children tend to share their snacks/treats, and this can be harmful to children with food allergies or dietary restrictions.
2. Food left in lockers for long periods of time becomes a health and sanitation issue. The stale food develops bacteria, which is harmful to children, and it can attract mice and ants.
3. Parent/guardians wishing to give their children a snack/treat for the trip home may bring it with them at the end of the day provided that the food is consumed outside the centre.

At OISE and UTM, meals and snacks are provided by a catering service. The service and menus are reviewed and monitored by the supervisors and meet or exceed the DNA standards.

4.12 Infant Food

Nutritional information regarding infant menus is posted in each infant room and given to parent/guardians of infants upon registration

When families register for the centre they will fill out an intake/registration form that will provide an opportunity to inform staff about the child's current diet and eating habits. Since infant eating patterns change frequently our staff will depend on parent/guardians informing them

of new foods being introduced and any changes that occur as a result of advice from their physician.

Between 4-6 months we will provide pureed fruits and vegetables and cereals in consultation with parent/guardians.

Formula or breast milk will be supplied by parent/guardians. As required by Toronto Public Health bottles for formula must be filled and cleaned at home and brought to the centre each day. Water and juice is supplied in sippy cups.

Between 6-8 months infants are usually introduced to complementary foods to formula and breast milk. As this occurs parent/guardians will need to keep our staff informed so that we may offer new foods and textures to your child.

Staff will record what your child has eaten on the daily charts.

In order to offer a variety of fruits and vegetables throughout the year and to meet the variety of individual infant needs our offerings will include jarred foods. Choices of jarred products will be guided by the principles described in section 4.11.

Infants from 6-12 months are generally restricted from having seafood, honey, nuts and egg whites.

Between 9-12 months food from the daily menu will be offered in appropriate textures and amounts. Menus are sent to parent/guardians upon request by email and are posted in each room.

4.13 Clothing

Parent/guardians are expected to supply a complete change of clothing, clearly marked with their child's name and diapers (if applicable). The children's clothing should be appropriate to the season, enabling the child to move, play and work in comfort. At all times each child should have a complete change of labeled clothing (adapted to the season) in a properly identified bag to keep inside his/her locker. Parent/guardians are responsible for checking this bag from time to time to make sure the child will have the necessary clothing when needed.

The ELC has a small supply of extra clothing that we can put on children in emergencies. It is very important that parent/guardians wash and return such clothing promptly.

In cold weather, parent/guardians are responsible for removing the child's coat and snow pants on arriving and for dressing the child again to go home. The Centre is not responsible for any loss or damage to clothing or property of the child while attending the Centre.

During summer months, bathing suits and towels should be left on your child's hook on swimming days and should be taken home after each swim session. We are not responsible for the drying of bathing suits and towels. Neither time, nor Public Health allows for this.

We recommend indoor shoes with rubber soles should be left in the centre if possible.

Whenever possible, clothing, shoes and boots should be "child friendly". This means buying Velcro instead of laces, and zippers instead of buttons. Young children are learning to become independent and want to be able to do things for themselves. We would also like to minimize what we refer to as "transition times" where children wait on each other.

4.14 Sun Screen

Parent/guardians take responsibility for their child's skin health by applying sunscreen to exposed areas of the skin prior to arriving at the centre.

This practice has been developed as a result of the increased research indicating that the risk of skin cancer, particularly for children is on the rise. Our practice is an important effort to promote and maintain skin health in the children who play outdoors.

A way to ensure complete application is to apply sunscreen to child's limbs, face, ears and exposed torso when the child is naked. Application then becomes a daily habit, as is dressing or brushing one's teeth. Loose fitting, long sleeved clothing made from natural fabrics (cotton and blends) are not only protective but cool and comfortable. Children, who are enrolled for the full day or afternoon care block, will have sunscreen, supplied by their

parent/guardian, re-applied to the face and all other exposed areas by their teacher before playing outdoors.

Sunscreen with SPF 25 plus is recommended. A Pharmacist or your pediatrician is the best source of information for choosing from the many brands available. **Please be advised: sunscreen for infants under 6 months is NOT recommended.** Babies are kept out of direct sun. The ELC strollers are equipped with a sun protection roof and we request, as with all children, you provide a wide-brimmed hat for spring/summer and an ear protective hat for winds in fall/winter.

Seasonal Clothing:

Lists of recommended seasonal clothing will be provided in our program newsletters to assist parent/guardians.

5. PROGRAM

5.1 Adult/Child Ratio and Supervision of Groups

The adult/child ratio at the Early Learning Centre (ELC) is as follows for the

| | |
|---------------------------|------|
| different groups: Infants | 1:3 |
| Toddlers | 1:5 |
| Preschool | 1:8 |
| Kindergarten | 1:10 |

Attendance taking is an important safety procedure, and is closely monitored by the teachers. Head counts are done regularly to ensure all the children are accounted for at all times. Parent/guardians must inform one of their child's teachers when their child has arrived at the ELC, and when they are picking up their child.

5.2 Behaviour Guidance

We believe that positive reinforcement and encouragement are the most effective means of helping children learn appropriate and acceptable behaviour. By recognizing and encouraging personal choice the child is allowed to control his / her own environment. Behaviour is guided in a positive manner that will preserve the child's self-esteem and self-image. At the ELC, each behaviour guidance situation and child is dealt with individually.

NO form of corporal punishment, isolation and / or deprivation of food or other basic necessities are permissible. The inappropriate act is discussed

with the child in a calm, firm voice stating why the action is unacceptable and what the logical consequence will be to address the behaviour. Young children sometimes forget what has happened and redirection can usually be kept to a brief discussion using eye contact with the child.

The following are key approaches the Early Learning Centre uses in guiding the children.

- Broadcasting - Children 0-5
Broadcasting is a technique where staff describes positive actions and behaviours in appropriate situations. In this way children learn to recognize, label and practice appropriate behaviour for managing their own actions. Broadcasting is the beginning stage for behaviour guidance and the most frequent technique used in infant and toddler programs.
- Redirection - Children 0-5
Redirection is to verbally or physically guide a child into acceptable options when engaged in unacceptable behaviour or activities. This technique is added to broadcasting and assists children building a repertoire of options for dealing with challenging situations, particularly in the infant and toddler age group and continuing through to five year olds.
- Logical and Natural Consequences (within safety limits) - Children 0-5
Teachers will endeavour to make the children aware of the results or consequences of their actions in a logical manner. This method may begin in the infant room with one word cues to fuller explanations of cause and effect explanations with older children.
- Limit Setting - Children 0-5
Boundaries are developed by the teachers for the children as a group and for individual children according to needs and situations. Limits help to provide children with a safe environment to live and grow in.
- Modeling - Children 0-5
The teachers demonstrate appropriate ways of interacting with the children, environment and adults. Modeling behaviour will take various forms from simple to gradually more sophisticated interactions depending on the age of the children in the group.
- Providing Choices - Children 0-5
Choices are given depending on the child, the group size and ages of the children, the program or situation. In doing this, teachers strive

- to help the children make decisions for themselves. This in turn will foster independence and give them some control over their lives.
- Ignoring - Children 0-5
Children's behaviour that is inappropriate but harmless to others and the environment is ignored in an attempt to eliminate it.
 - Positive Reinforcement - Children 0-5
Using encouragement through verbal and physical communication will reinforce appropriate behaviour and help build positive self-esteem.

5.3 General Courtesy and Respect

Staff at the Early Learning Centre (ELC) encourage children to be reasonably polite and to respect the needs and wishes of others. We have the same expectation of all adults involved in our program.

Particularly while dealing with preschool and older children we believe that an apology is to be used when you are genuinely sorry for a hurt you caused by accident. To force a child to say sorry for something that they wanted to do and intended to do teach them to lie and it also encourages them to repress the emotions they are feeling and cover them with a veneer of artificial politeness.

What we want to encourage is open expression of feelings (and yes, it is difficult, because most of us were not brought up that way).

If someone has been hurt we bring the two parties together to find out what happened. The child who has been hurt is encouraged to tell the other child how they feel and to tell the offender that they don't like to be hit because it hurts. If the hitter feels that they had a valid reason to hit, we encourage them to say what started the incident but we tell them that they need to tell the other child what is bothering them, that hitting to solve a problem is not an acceptable solution.

This philosophy applies to the adults in the ELC as well as the children. Children learn a great deal from example, so we demonstrate to them what we want them to learn. Therefore, we do not want them to learn that hitting or using verbal humiliation/abuse are acceptable forms of conflict solving with either children and/or adults. An adult's refusal to adhere to this procedure creates an unsafe and unhealthy environment for children and adults to play and work in. The Manager reserves the right to withdraw

a family from the ELC if an adult family member refuses to comply with this policy.

5.4 When Children Bite

When incidents of biting occur in the classroom, we notify both the parent/guardians of the child who is bitten and the parent/guardians of the child who is biting. With the parent/guardians, we try to determine the cause for the biting behaviour (teething, tired, frustration, etc.) and create some strategies that will work for your child. If in the event one child does bite another child while in the centre, the following steps are followed:

- The teacher attends to the child who is bitten first. The child is comforted and first aid is applied. We encourage the child who has bitten to participate in the first aid treatment to help their friend feel better (i.e. apply an ice pack)
- The teacher will then goes to the child who has bitten, get down to their level and discuss what happened. The age of the child (infant/toddler/preschool) will determine the words that are used. A non-judgmental description of the events and how it affected the child who was bitten.
- After discussing the situation, re-direction will be used. The child who has bitten will be asked to find somewhere else to play, letting the child know that they will be invited back at a later time.
- If the biting becomes a reoccurring behaviour, one teacher will "shadow" the child who is biting. The definition of shadowing is that a teacher will follow or position him/herself beside or near a child to prevent the behaviour from occurring.

If "shadowing" is ineffective and the child continues to bite, we may be required to proceed with 3.15: Accommodation Procedure.

5.5 Trips and Outings

All parent/guardians are requested to sign a Release Liability form, stating that their child may participate in all supervised activities in the Early Learning Centre (ELC) and excursions from the ELC. This releases the ELC from liability for accidents and/or illness occurring while the child is in

attendance at the ELC and/or on excursions. Not all the children will attend every trip planned. We must always consider the nature of the trip and the ability of each child to manage in that situation. Staff will always keep the safety of the children in mind when making decision about trips and outings. The desired end result is to have an enjoyable excursion. If you would like to participate, we would be pleased to have you - just let us know.

The ELC follows the City of Toronto Children's Services Guidelines for Field Trips and Outings.

5.6 Outdoor Play

The Early Learning Centre (ELC) adheres to the Day Nurseries Act's regulation on outdoor play. In section 53 (4d) of the Act it states that:

"each child over thirty months of age that is in attendance for six hours or more in a day plays outdoors for at least two hours each day, weather permitting, unless a physician or parent/guardian of the child advises otherwise in writing."

We expect when a child is in attendance without the above direction, that he/she is able to participate in all aspects of the program. It is not feasible to have a child remain indoors while the group is outdoors. The ELC does not have extra staff to accommodate a child who cannot participate in outdoor play.

Outdoor play is one aspect of a balanced program. For the health and well being of children, it is important they receive outdoor experiences daily to help foster their physical development.

During the winter months when children are required to wear snowsuits, boots, hats, and so on, the outdoor play time may be reduced due to the time it takes to dress and undress. The children always have outdoor play unless the supervisor and staff decide that the weather does not permit it. During summer and winter, staff will check with Environment Canada weather reports noting warnings, watches, UV factors, pollution and humidity indexes in conjunction with guidelines set by the Canadian Pediatrics association to determine the suitability and/or duration of outdoor play.

5.6.1 Playground Safety and Supervision

It is the practice of the Early Learning Centre to maintain its high standard of outdoor safety and supervision on the playground. Outdoors, as indoors, the ELC staff must comply with all Day Nurseries Act regulations, including maintaining appropriate ratios at all times. A daily inspection of the playground is conducted by the first staff member out on the playground each day. This includes checking for anything that may pose potential danger to the children, i.e. broken glass, broken equipment or toys, needles etc. A record of each inspection is filled in by the person conducting the inspection and kept in the outdoor playground log.

All new playground equipment, maintenance and/or repairs of existing equipment will be installed to meet Canadian Safety Association standards and verification thereof will be documented by a certified Playground Safety Inspector.

5.7 Walk to Huron St. Public School /On-site JK-SK Program for OISE & Glen Morris Sites

In addition to our onsite seamless day JK-SK program we walk children registered in jr. and sr. kindergarten at Huron St. Public School from both our Glen Morris site and our OISE/UT site. From our Glen Morris site we walk children to school in the morning and pick them up at lunch hour. From our OISE/UT site we only walk children to the afternoon kindergarten classes. Departure times for the walks will be posted in your child's classroom, and a copy of the departure times will be given to parent/guardians each September. It is important that parent/guardians adhere to the posted departure times, and we recommend that children arrive at the centre a few minutes before departure time for the following reasons:

- In keeping with our best practices walks should be an enjoyable part of your child's day and not rushed.
- Junior kindergarten children are new to this routine and need more time to walk to school.
- Many interesting discoveries take place during the walks if at all possible we like to use these occasions as teachable moments.
- Huron school teachers expect ELC children to arrive on time.

- ELC staff is required to return to the centre in a timely manner to maintain licensed staff to child ratio's at the centre.

Children arriving just as staff is leaving the centre may join the walking group (just outside Glen Morris' north or east main entrances and in the OISE building main lobby for our OISE/UT site) as long as the staff is within ratio. In both these instances please step into the centre after dropping off your child and inform another staff at our OISE /UT site, or for Glen Morris inform an office staff that your child has joined the group.

Please note that we do not have additional staff to walk children who arrive after the group has left, and Toronto Children's Services does not allow ELC staff to accept children:

- On street route to the school from the centre.
- Outside on the school's property, but once inside the school property, and children are waiting outside the classrooms for the bell to ring, parent/guardians can drop off their child with the ELC staff who is waiting with the children. Please make sure you verbally acknowledge the ELC staff before leaving.

Notices for information sessions about our onsite seamless day program will be distributed in the preschool program early in each New Year.

5.8 Children's Personal Belongings and Toys

If your child feels the need to bring a toy or cherished item from home please do one of the following things. Encourage your child to bring their toy in a bag that you can hang on their hook until it is time to share the toy with his/her friends. If at all possible please label the toy with your child's name. The staff cannot be responsible for any lost or misplaced toys.

Children who nap at the Centre may bring a soft toy or a blanket to ease the transition at nap time. We do not recommend that your child bring the "only toy/blanket that will help them to sleep" but a labeled toy or blanket that provides comfort can be stored in her/his cubby until nap time. We try to be as careful as possible but would not want something special to go missing.

5.9 Collection of Artwork

A child's artwork is a special memento of development. We place artwork in your child's cubby from time to time to put on the refrigerator gallery,

frame for gifts or to use as wrapping paper. Artwork that is not collected over reasonable period will eventually be removed and discarded by the staff.

5.10 Naps / Rest Time

The rest/nap period offered at the centre is two hours in duration for toddlers and preschool children. A child who does not sleep is encouraged to rests on his or her cot reading books for approximately fifteen to thirty minutes (to give the sleepers time to relax without disruption). After this time, the child who does not sleep may engage in a quiet activities set up by the teacher. Infants will nap according to their individual schedules.

5.11 Photographing/Video Taping Children

Photographing children in our program may take place from time to time for purposes described below. Whenever possible notice will be given and permission will be requested from to parent/guardians stating the purpose and who is taking the photos.

The ELC is integrated with the cycle of University programs for study, teaching and research. The center is used as a practical training center for University students and for students in other Universities / Colleges studying Early Childhood Education, Infant Development, Speech & Language Pathology, Psychology, Physical & Occupational Therapy, Medicine, Nursing, etc. To support this training, students and faculty may video or take photographs to be used for educational purposes only. Occasionally, the ELC staff may also photograph children so that the photographs can be posted in the centre. Notice and permission of photographing your child for such purposes will be given to parent/guardians.

The University also recognizes a wide responsibility to educate the community at large on early childhood education and care issues. To meet this responsibility the University will cooperate with the media or community groups. This may mean that photographs or videos of children may be used to help illustrate an event of government initiative related to early childhood education and care, or for external educational purposes. In addition the University will promote the ELC when enrolling students and recruiting new staff and faculty to the University. In such cases only those children whose parent/guardians have signed the advance photographing permission form offered at registration will be allowed in these photographs. Staff keeps

lists in each room of those children not to be photographed and we strictly adheres to parent/guardians requests.

Occasionally, the ELC staff photograph children so that the photographs support program documentation for emergent curriculum purposes. They are only used in the centre. A parent/guardian who does not want a child's photograph taken for this or any purpose should state their wishes on the advance permission form.

5.12 Birthdays

The ELC recognizes the importance of birthdays in a child's life. In light of the growing number of allergies at the centre, birthdays will be celebrated with a special activity or craft. In the week prior to your child's birthday, please inform the teacher of the date and s/he will plan an age appropriate activity highlighting your child's interest and in consideration of the group's needs. You are invited to participate in planning or conducting the activity.

Please do not bring food or loot bags into the ELC. The contents of these may unnecessarily put others at risk.

5.13 Stroller Storage

At the Glen Morris site, stroller storage space is available to parent/guardians in an outdoor storage shed located in the infant / toddler playground at the rear of the building. Please fold up your stroller to allow space for other strollers.

6. COMMUNICATION

6.1 Routine Communication with Parent/guardians

Routine communication with parent/guardians around ongoing events at the daycare is handled in a number of ways. Face to face contact with a staff at drop off and pick up time, and writing messages on a child's daily chart are the most common ways to communicate daily. An electronic seasonal newsletter provides a summary of activities of the past three months and upcoming activities. As well list-serve messages from the management staff and Parent/guardians Advisory Committee will be sent as necessary. Such methods will communicate information such as the introduction of new or temporary staff, changes in policy, reiteration or clarification of policy. Some room specific information may be distributed via your child's cubby.

Notice of events or permission for special events may be posted on or near the entrance door. Menus are posted in each room and on the Parent/guardian Information Board located on the main floor.

Information from parent/guardians is also received via voice mail (notifying the daycare of a child's absence due to illness or other cause, or unforeseen changes in the pickup arrangements), and via charts for anticipated changes, such as early pickup or parent/guardian attendance for part of the day.

Parent/guardian phone line

There are times that the Manager and/or Supervisors are working in the program or are out of the office and unable to answer the phone. If you need to reach a teacher with a message please call your child's classroom telephone line. (Refer to Appendix: 9.2 Telephone Directories) Phone messages are checked frequently or you are welcome to call again later in the day.

6.2 Concern & Complaint Procedure

Whenever possible, parent/guardians are encouraged to address their concerns to teachers, supervisors or the ELC manager as soon as possible. (Please see Concern-Complaint Resolution Chart below) The ELC management endeavours to address concerns in a progressive process and with understanding that hearing and resolving concerns is part of an organizational process.

Differentiating between a "concern" and a "complaint" is important. A concern is generally an issue that can be resolved at the first level after the concern has been expressed. An issue that can be resolved by the staff or supervisor receiving the notice of the information is classified as a "concern".

A "complaint" is an issue that proceeds further to the Manager or MCYCS. A complaint is an unresolved "concern" at the first two levels that is expressed by an individual or groups of individuals. (E.g. neighbour, community person, school staff, public health official, staff member, parent/guardian, child, etc.).

All "concerns" and "complaints" will be taken seriously. Complaints will be documented, investigated and every effort to reach a satisfactory resolution will be made.

NOTE: If the concern involves a change in an ELC policy, the Manager's approval will be required.

Procedure taken to resolve a "concern" or "complaint":

1. The person/group (concerned party) can raise a concern with a staff member if applicable. The staff will ask the "concerned party" to express their concerns thoroughly; ask for clarification to ensure the nature of the concern is understood, and may advise the person/group that time is required to consider a solution or investigate (if applicable) and will get back to them.
The staff will try to resolve the concern.
2. If the staff is unable to resolve the concern, the staff will inform the supervisor of the details of the concern. Also, if the concerned party (person/group) is not satisfied with the response received from step (1), the concerned party can raise the concern with the program supervisor. The supervisor will contact the person/group who raised the "concern", and investigate the specifics of the issue and try to resolve it. If applicable, the supervisor may mediate a conflict between two parties, and have both parties sign an agreement outlining a mutually satisfactory resolution.
3. If the supervisor is unable to resolve the issue, or the person/group is not satisfied with the response received from step (2), the supervisor will ask for the "concern" in writing and refer the matter to the Manager (refer to the concern-complaint resolution chart at the end of the 4th step). At this point if the concern cannot be resolved, the "concern" may become a formal written "complaint". Every attempt shall be made to resolve the "complaint" at this level. The MCYCS and Toronto Children's Services or Region of Peel will be informed of the "written complaint" at this point.
4. The Manager will meet with the concerned party (person/group) and try to resolve the issue. If resolved, the Manager will request the person/group to sign a formal agreement of resolution. If a resolution is still not possible, the Manager makes a final decision, which will be given in writing to the complainant. (Person/group) The "complaint" will be documented, together with all the steps taken in trying to resolve

the issue. The Manager or designate will complete a Serious Occurrence report, attaching pertinent documents, and sends copies to the MCYCS and Toronto Children's Services or Region of Peel.

Concern-Complaint Resolution Chart

| Concern-Complaint About: | Who is responsible for resolving the complaint initially and who is the next person responsible if it remains unresolved: |
|---------------------------------|--|
| Student | Staff/Supervisor/Manager |
| Staff | Staff/Supervisor/Manager |
| Supervisor | Manager |
| Manager | Director of Family Programs & Services |
| Parent | Supervisor/Manager |
| Child | Staff/Supervisor/Manager |
| Program | Staff/Supervisor/Manager/Director of Family Programs & Services |
| Building/Playground | Supervisor/Manager |
| Procedures & Policy | Supervisor/Manager/Director of Family Programs & Services |

6.3 Notification of Extraordinary Events

In the event of an incident during a child's day at the day care of a nature that is not covered in the Day Nurseries Act, the procedure is as follows:

A telephone call to the parent/guardian will occur as soon as possible after the event or in less urgent situations a note is to be placed in the child's cubby asking the parent/guardians to speak to either the staff member who was on duty at the time of the incident or to a staff member designated by the staff member on duty at the time and fully informed of the incident. The staff member will inform the parent/guardian as to the nature of the incident and further action to be taken as necessary.

It is the responsibility of the parent/guardian to look for such notes, and to speak to the appropriate staff member on the day the note appears. It is also the responsibility of the parent/guardian to inform the supervisor and/or staff of any type of incident they particularly want reported to them on a daily basis.

6.4 Notification of Extended Absence and Holidays

Parent/guardians are expected to advise the supervisor in advance of periods when a child will be away from the Centre for an extended period of time. It is expected that the parent/guardian(s) will continue to pay the regular fee for the child if they intend to return the child to the Centre.

6.5 Someone Else Picking Up Your Child

Children will not be released to anyone other than their own parent/guardians, unless the Early Learning Centre staff has been so authorized, in writing, or by voice mail, which must be recorded, by the child's parent/guardians or guardians. Persons unknown to the Early Learning Centre staff, but who have authorization from the parent/guardian/guardian to pick up their child will be asked to provide identification before the child is released to their care. No child will be released to anyone under the age of 16 years old.

Each parent/guardian has the right to drop off and pick up his / her child. Unless there is a court order we cannot deprive a parent/guardian access to his / her child. If the parent/guardian requests that the other parent/guardian not be allowed to leave the centre with the child, then we must have a court order on file to this effect. If there is no court order then we cannot honour this request.

If there is a court order on file denying a parent/guardian access to their child then we are bound by this order. ***In order to protect the centre and staff, even with the custodial parent/guardian's permission, the order cannot be broken.***

If a staff has any doubt about releasing a child they must contact and consult the Program Supervisor or Manager. If every effort has been made and they cannot be contacted the staff will call the Serious Occurrence line at Toronto Children's Services or Region of Peel Children's Services.

7. CONFIDENTIALITY

In accordance with University of Toronto policy, the Early Learning Centre maintains the practice that information about a particular child is confidential and should be imparted only to that child's parent/guardian(s) or to persons authorized by the parent/guardian(s). The Parent/guardian

Intake Interview, which is compiled when a child enters the ELC, is kept on file in the supervisor's office. It is considered to be privileged information and may be accessed only by the ELC employees, authorized employees of the licensing agency or the child's parent/guardian or legal guardian. If it is necessary to provide information about any child or family to an outside party, written permission from the family must be obtained, except in the case of Children's Aid Societies or where a court order has been issued.

8. REPORTING CHILD ABUSE

Section 68 (3) of the Child and Family Services Act States that:

"Despite the provisions of any other Act, a person (individuals who perform professional or official duties with respect to children)...who, in the course of his or her professional duties, has reasonable grounds to suspect that a child is or may be suffering from or may have suffered abuse, shall forthwith report the suspicion and the information on which it is based to a society." (Child Protection, Children's Aid Society)

****Staff is therefore legally obligated to take a child's allegations or signs of abuse seriously and to report any such disclosure****. Once a report has been made staff follow the directions of the protection agency. Individuals are not required to seek permission of their supervisors to report.

Child abuse comes in many forms and includes physical, mental and/or emotional, sexual abuse and neglect. Failure to protect a child from abuse or to seek the necessary treatment for an abused child is also a form of abuse.

Protection from Liability

All persons making a report of suspected child abuse are protected against civil action, unless that person is proven to have acted "...maliciously or without reasonable grounds for the belief or suspicion..." (C.F.S.A. 72(7))

9. APPENDICES

9.1 *Parent Advisory Committee*

9.1.1 *Glen Morris & OISE Sites*

Mandate

The purpose of the Parents Advisory Committee is to provide advice to the management staff on program policies, services and initiatives provided by the Early Learning Centre (ELC).

Terms of Reference for the Committee

- To assist in identifying new programs and initiatives for the ELC.
- To provide advice on program development, the implementation of services, and the annual budget development.
- To participate in program review.
- To comment on the implementation of current program policy, and make suggestions for improvement and/or policy revision.
- To make recommendations with respect to research.
- To identify future directions and potential areas for growth.
- To plan and assist with fundraising.
- To facilitate communication between parents and the ELC management staff.

Parents Advisory Committee meetings are open meetings, and all interested ELC community members (family members and staff) are invited to attend and participate in discussions.

Membership

The following will be members of the Parents Advisory Committee:

Ex-Officio - ELC Manager¹

Ex-Officio - One Supervisor

One member of the teaching staff²

Parent Representatives³

One parent representing OISE site- Preschool Program

One parent representing OISE site- Kindergarten Program

One parent representing the Infant Program

One parent representing the Toddler Program
One parent representing the Preschool Program
One parent representing the Kindergarten Program
One parent representing the Special Needs Children
Ex-officio - Vice-President, Human Resources and Equity (or designate)
Ex-officio - Vice Provost, Students (or designate)
Business Coordinator (minutes)

The Committee will invite faculty with relevant expertise to serve as a resource, as and when appropriate.

Working Groups

The Advisory Committee may establish ad hoc Working Groups to address specific issues. The Working Groups participants will be determined by the Advisory Committee, and should also include individual members of the ELC community who wish to serve as a resource or provide relevant expertise. Working Groups will meet as necessary in order to complete assigned tasks.

Quorum for Meetings

One member of the ELC Management Staff
Four Parent Representatives

Meeting Schedule

The Manager is responsible for convening quarterly meetings on the third Thursday in October, January, April and June. Two weeks prior to each meeting the Manager will post notice of meeting date in each classroom and will also email the notice via the ELC listserv.

Minutes of Meetings

The Business Coordinator will record minutes and file a copy of the minutes in the office at both ELC sites. She / he will email via the ELC listserv copies of previous meeting's minutes to committee representatives and ELC community members.

Length of Membership Term

All parent representatives and the teaching staff representative serve a two year term. At the end of the first term, both the Striking Committee and ELC program staff may consider requests from representatives to renew their appointment for a second term. Vacancies will be filled as required if a representative resigns from

the committee prior to their term ending, or if a representative is absent for two meetings.

¹ The Manager will chair the Advisory Committee meetings and act as resource to the committee members. She / he will provide information with regards to policy and program development, and on best practice approaches for early learning and care services, while maintaining adherence to the Ontario Day Nurseries Act, Toronto Children's Services Operating Criteria, and the University's Policy on Child Care Programs. The Manager will follow up on outstanding agenda items and requests from the committee for relevant information within a mutually negotiated time frame.

² The supervisor/teaching staff representatives should be selected so as to ensure representation from both sites of the ELC. The teaching staff representative is selected by the ELC program staff, and the Supervisor representative is appointed by the Manager.

³ Parent representatives will be selected by a Striking Committee of 3 parents. The parental representatives so selected should include at least one from each of the faculty, staff, and student and community parent groups. An employee of the ELC who has their own child enrolled in the centre is not eligible to be selected as parent or staff representative on this committee.

Updated June 2010

9.1.2 UTM Site

Mandate

The purpose of the Parents Advisory Committee is to provide advice to the management staff on program policies, services and initiatives provided by the Early Learning Centre (ELC).

Terms of Reference for the Committee

- To assist in identifying new programs and initiatives for the ELC.
- To provide advice on program development, the implementation of services, and the annual budget development.
- To participate in program review.

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- To comment on the implementation of current program policy, and make suggestions for improvement and/or policy revision.
 - To make recommendations with respect to research.
 - To identify future directions and potential areas for growth.
 - To plan and assist with fundraising.
 - To facilitate communication between parents and the ELC management staff.

Membership

Parents Advisory Committee meetings are open meetings, and all interested UTM ELC community members (family members and staff) are invited to attend and participate in discussions.

The ELC Manager will chair the Advisory Committee meetings and act as resource to the committee members. She / he will provide information with regards to policy and program development, and on best practice approaches for early learning and care services, while maintaining adherence to the Ontario Day Nurseries Act, Peel Children's Services Operating Criteria, and the University's Policy on Child Care Programs. The Manager will follow up on outstanding agenda items and requests from the committee for relevant information within a mutually negotiated time frame.

Meeting Schedule

The Manager is responsible for convening quarterly meetings, January, April, June and October. Two weeks prior to each meeting the Manager will ensure notice of meeting date is posted in each classroom and will also email the notice via the UTM ELC parent listserv.

Minutes of Meetings

The Supervisor of UTM ELC will record minutes. Minutes will be posted on the PAC bulletin board and a copy of the minutes will be available in the office at the UTM-ELC site. She / he will email copies of the minutes via the ELC listserv to all parents whose children are enrolled in the Centre.

Working Groups

The Advisory Committee may establish ad hoc Working Groups to address specific issues. The Working Groups participants will be determined by the Advisory

Committee. Working Groups will meet as necessary in order to complete tasks undertaken.

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