



UNIVERSITY OF
TORONTO

EARLY LEARNING CENTRE

GM/OISE

Parent/Guardian Manual

Updated February 10th 2023

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 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.

1.2.1 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.

1.2.2- Program Statement

The Early Learning Centre's program philosophy is based on an inclusive, bias free environment that is organized around the four foundational conditions of *How Does Learning Happen? (Ontario's Pedagogy for the Early Years)*: Belonging, Well-Being, Engagement, and Expression. We strive to provide an inclusive learning and care environment that promotes the health, safety, nutrition and over all well-being of each child. Each child is considered unique and regarded as being competent, capable, curious and full of potential. Following a play –based, emergent pedagogical curriculum, experiences and activities are planned to create a positive learning environment in which each child's learning and development will be supported. Learning is facilitated through child initiated and adult supported activities and experiences which allow for children's exploration, interaction, play and inquiry, and positive communication supporting children's ability to self-regulate. With consideration to the uniqueness of each child in our program, activities and experiences are balanced to incorporate indoor and outdoor play, with opportunities for active play, rest/quiet time, and small group teacher facilitated activities.

The Early Learning Centre recognizes the importance of creating an environment that fosters a sense of belonging, and well-being for all children, families and staff members. We believe in providing opportunities for children, family and staff to engage and express themselves in an environment that does not exclude or stereotype individuals on the basis of age, gender, appearance, colour, ethnicity, religion, economic status, sexuality, culture or physical/mental ability.

The Early Learning Centre believes that families and staff are partners in creating a high quality child care and early education program. We strive to strengthen this partnership with continued efforts for parent engagement, open communication about program and children, ongoing opportunities for staff professional development and by collaborating with local community partners to provide support to children and families when necessary. There is a process in place to document and review the impact of these strategies on children and their families providing the ELC an avenue for continual improvement and growth as an organization that strives to meet the needs of individual children, their families and our staff.

Program Expectations:

Promote the health, safety, nutrition and well-being of the children;

- Provide opportunities for children, family and staff to engage and express themselves in an environment that does not exclude or stereotype individuals on the basis of age, gender, appearance, colour, ethnicity, religion, economic status, sexuality, culture or physical/mental ability.
- Provide healthy, culturally diverse meals and snacks, creating positive eating environments that responded to children's needs. Children are encouraged to explore new foods but not forced to taste. We

respect children's individual needs, eating habits and family preferences are respected and follow as directed by the parents.

- During our food experiences children are encouraged to practise their self-help skills ie) children have the opportunity to serve snack and lunch by pouring milk, water, scooping from the serving bowl to their plates and scrapping their plates and placing their snack/lunch items onto the trolleys.
- The staff plan for flexibility in the children's daily schedule and routines to ensure that the group and individual child (ren)'s needs are being met.
- During all routines children are encouraged and supported to be independent: ie) dressing to go outside and undressing when coming inside, toileting routines, tidying after activities.
- Our environments, schedules and routines are responsive to the children needs for rest and wakefulness. Staffs are sensitive and supportive to individual sleep routines. ie) sleep toys, blankets, rubbing of backs, quiet environments.
- Staff provide opportunities for small groupings ie) transitions, routines and activities which allows for more individual care of children.
- Staffs provide daily opportunities for children to be physically active both within our indoor and outdoor environments. Outdoor activities are planned and documented. During inclement weather, when children cannot play outdoors alternate gross motor activities are provided.
- Staffs facilitate through child initiated and adult supported activities and experiences which allow for children's exploration, interaction, play and inquiry, and positive communication supporting children's ability to self-regulate.

B- Supportive positive and responsive interactions among the children, parents and staff;

- Staffs creates a warm, welcoming and inclusive environment, our displays reflect the children, families and our program community.
- Staff greet and acknowledge all children and families upon arrival and departure times.
- Staff view families as partners in the children's learning and engage with daily regarding their child's learning and development.
- The ELC has an open door policy and we encourage families to participate whenever their schedules allow.
- Children with identified needs are supported by a team of individuals to ensure all their needs are met. The needs are continually monitored and changes made as needed. ie) Centre staff, management, resource consultant, OT, speech and language consultant.
- ELC supports families through a variety of resources and provides ongoing resources and materials as needed. ie) University of Toronto- Family Care Office, Toronto Children's Services, Local School Boards, Ministry of Education, Toronto Public Health.

C- Encourage the children to interact and communicate in a positive way and support their ability to self-regulate;

- Staff support and model the child's use of language to express their feelings, regulate their emotions and guide them to understand rules and limitations.
- Staff support the children by providing them with the right words when interacting with others

- Staffs listen and responded to individual children's needs by being present and active in their play.
- Staff provide opportunities for children to make thoughtful choices and support them in communicating those choices.
- Staff support the children is labeling their emotions and the emotions of their peers and or adults.
- Staff build secure relationships and provide responsive environments for all children within the program
- Staff provide stable routines and predictable environments
- Staff respond appropriately to children's needs and remain emotionally available to the children
- Staff establish clear and consistent limits in the context of a warm relationships
- Staff accept a full range of emotion and expression
- Staff acknowledges and respect cultural and family approached to managing emotions.

D- Foster the children's exploration, play and inquiry;

- Staff plan and implement curriculum in social, emotional, cognitive, language and physical domains for both indoor and outdoor experiences.
- When planning curriculum staff use a variety of strategies that include hands on concrete experiences
- Staff engage in ongoing observations of play and exchange of information with families to inform curriculum planning
- Staff plan and adapt curriculum, creating learning goals for individuals and the group.
- Staff plan and develop learning environments for the full participation of children that include adaptations for children with special needs

E- Provide child-initiated and adult-supported experiences;

- The ELC will implement a play based emergent curriculum approach in all programs
- Staff will play an active role in the children's play through following their lead and scaffolding their learning
- Staff will promote play that offers challenge and that is within the child's capacity to master
- Staff will create opportunities for paly where the child can learn, practise and extend their skills ie) providing open ended materials that nurture children's natural curiosity and facilitates exploration
- Staff will use a variety of strategies in play to help extend thinking and learning
- Staff will observe children's play to inform planning, including changes to the environment

F- Plan for and create positive learning environments and experiences in which each child's learning and development will be supported;

- Staff plan and implement curriculum in social, emotional, cognitive, language and physical domains for both indoor and outdoor experiences.
- When planning curriculum staff use a variety of strategies that include hands on concrete experiences
- Staff engage in ongoing observations of play and exchange of information with families to inform curriculum planning
- Staff plan and adapt curriculum, creating learning goals for individuals and the group.

- Staff plan and develop learning environments for the full participation of children that include adaptations for children with special needs

G- Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care;

- Our environments, schedules and routines are responsive to the children needs for rest and wakefulness. Staffs are sensitive and supportive to individual sleep routines. ie) sleep toys, blankets, rubbing of backs, quiet environments.
- Staff provide opportunities for small groupings ie) transitions, routines and activities which allows for more individual care of children.
- Staffs provide daily opportunities for children to be physically active both within our indoor and outdoor environments. Outdoor activities are planned and documented. During inclement weather, when children cannot play outdoors alternate gross motor activities are provided.
- Staffs facilitate through child initiated and adult supported activities and experiences which allow for children's exploration, interaction, play and inquiry, and positive communication supporting children's ability to self-regulate.

H- Foster the engagement of and ongoing communication with parents about the program and their children;

- The ELC continues to engage on meaningful, daily exchange with families: share in discussions about child's learning and development
- We invite families to share information about home life; child rearing practises and beliefs, and goals for their children, ie) enrolment package, daily communication, individual portfolio's
- The ELC provides ongoing opportunity for family involvement in the program ie) include family ideas into the curriculum, family opportunities to be involved in the program, family representation on our Parent Advisory Committee.

I- Involve local community partners and allow those partners to support the children and their families and staff;

- The ELC works collaboratively with our community partners/agencies to provide resources and services to the families within our programs, ie) Toronto Children's Services, Community Living, Ministry of Education, University of Toronto- Family Care Office
- The ELC has developed a partnership with the Faculty of Kinesiology to provide a gym program for our preschool children
- The ELC continues partnerships with George Brown College- Early Childhood Education Program, Dentistry Program, University of Toronto- OISE, Psychology Departments to provide field placement opportunities for their students
- We provide resources to our community libraries, newcomers associations, OEYC to support family engagement.

J- Support staff in continuous professional learning and development;

- Individual staffs are supported to access a range of professional development opportunities including continuing their education. Staff then share these experiences with their colleagues in our monthly staff meetings, our provide workshops for colleagues during our all centre meetings
- Staff and student practitioners share in planning and exchanging of ideas
- Staff share program observations which provides reflection for the staff teams
- Supervising students enables reflection and learning for both the student and the cooperating RECE

K- Documentation and review of program goals;

- Staff teams use observations to assess children’s progress and set learning goals
- Annual participation in Toronto Children’s Services AQI, results are provided to staff to review areas that need strengthening
- Program plan documents how our philosophy is translated into action

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.

The Early Learning Centre at the University of Toronto Glen Morris is licensed for 96 spaces and 25% of our spaces are reserved for part time care arrangements:

GM/OISE:
GM- 10 Infant spaces (0-18mths)
GM- 30 Toddler spaces (18months -2 ½ years old)
OISE- 10 toddler spaces (18months-2 ½ years old)

GM/OISE:
GM- 56 Preschool spaces (2 ½ yrs- 4 years old)
OISE- 16 Preschool spaces (2 ½ yrs- 4 years old)

Teachers and supervisors' shifts are set to meet CCEYA 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 bears 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, ECA's and classroom assistants as prescribed by the Child Care Early Years Act.

The supervisors are organized under a collective agreement between USW 1998 and the University of Toronto. The RECE'S, ECA'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 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 set program goals for the following year. Additionally, the manager and supervisors are available either by appointment, telephone or email to receive and discuss suggestions for programs.

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, report directly to the Supervisor.. The Supervisor reports 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. COMMUNICATION

3.1 Routine Communication with Parent/Guardians

Routine communication with parent/guardians around ongoing events at the child care 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 on the Parent Board in front of the office.

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.

3.1.1 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, the number will be provide to you upon admission. (Refer to Appendix: 9.2 Telephone Directories) Phone messages are checked frequently or you are welcome to call again later in the day.

3.2 Communication Protocol

Whenever possible, parent/guardians are encouraged to address their concerns to teachers, supervisors or the ELC manager as soon as possible. (Please see Concern Resolution Chart below). The ELC management endeavors 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".

Concern Resolution Chart

Concern About:	Who is responsible for resolving the concern 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

If a satisfactory resolution is not reached after having followed through with first two levels outlined in the above process, the concern becomes a complaint.

A “complaint” is an issue that proceeds further to the Manager or The Ministry of Education Early Learning Division. 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:

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 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 Ministry of Education Early Learning Division or Region of Peel Children's Services 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 Ministry of Education Early Learning Division or Region of Peel Children's Services.

3.3 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 Child Care Early Years 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.

3.4 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.

3.5 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 Toronto Children's Aid Society.

4. ADMINISTRATION

4.1 Opening and Closing of Centre

The centre must be opened and closed by an employee with an accredited Early Childhood Education/ Early Childhood Assistant Diploma/Degree. No employee without an ECE/ECA 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 Child Care Early Years Act.

The Early Learning Centre is open from 8:00 a.m. to 6:00 p.m., Monday to Friday, throughout the year except for statutory holidays and closing days of the University. Our days of closure are posted on the University of Toronto website at <https://people.utoronto.ca/memos/holiday-schedule>. Days of closing are advertised by posted notice, newsletters and list serve notices well in advance of the closure and on the website.

4.2 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.

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.

Please pick up your child no later than 5:45 p.m. This allows fifteen 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 6:00p.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.

4.3 Late Departure & Late Pick-up Policy

The Centre closes promptly at 6:00 p.m. 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 or person picking up the child shall be required to sign the late pick up log, and shall receive an invoice the following month 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.

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 Child Care Early Years 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, the matter will be referred to the Director of Family Programs and Services with the possibility that parent/guardians may be asked to withdraw their child from the centre.

4.4 Full Time and Part-Time Care

Twenty percent of our 96/26 spaces are reserved for part time care. Minimum use of part-time care is 1 day block per week.

PART DAY- Infant Only	8:00-1:00- (Infant) Or 1:00-6:00 (Infant)
FULL DAY	8:00 am - 6:00 pm (toddler, preschool)

The centre operates in sessions, as does the University. Confirmation of continued enrollment 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

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

4.5 Emergency/Extra Care

Extra care is subject to space availability on any given day. Please ask the Supervisor/Manager if your child's room is able to accommodate your child in anticipation of a vacancy. Staff will record extra care on their attendance sheets; the Supervisor will inform our Business Coordinator of the extra care. Payment for the extra care is due upon receiving the invoice from the Business Coordinator.

4.6 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. There is no fee to place your child onto our wait list. 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 waiting list, students, staff & faculty
4. Children on the Post Doctoral and Federated/Affiliated College waitlist
5. Community waiting list.

Admission into the centre from the waiting list 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.

4.7 Admission

When a child is offered a space at the Early Learning Centre, the supervisor by email will notify the parent/guardian(s). Email offers are open for 48 hours, after which the space will be offered to the next applicant on the waiting list. Spaces offered following a Centre tour are open for 24 hours, after which the offer will be open to the next child on the waiting list.

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.

4.8 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.

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.

As children approach a transition, staff arrange visits and interactions that allow the child to become familiar with the children, teachers, the routine and the environment in the next age group. Transitions are accommodated based on the Ontario Early Years Act ratios of caretakers to children and room capacities.

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

4.9 Fees

The University of Toronto Early Learning Centre has enrolled in the Canada Wide Early Learning and Child Care (CWELCC) System between the Province of Ontario and the Government of Canada. The CWELCC

System supports quality, accessible, affordable, and inclusive early learning in licensed childcare settings serving children under the age of six. If you would like more information about the CWELCC System, please visit <https://www.ontario.ca/page/canada-ontario-early-years-and-child-care-agreement>

Fees will be set by the University of Toronto, normally in April for the fiscal 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 Toronto 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 the Business Coordinator, Sylvie Brown at 416-946-5297 or 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 inform the Director and both 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 Director will make the final decision on termination if the parent/guardian fails to reconcile their account.

The Director has the right, if it is deemed necessary in her/his sole and absolute judgment, to terminate enrollment immediately.

Fees List (Base Fees and Non-Based Fees January 1- December 31, 2023).

Infant Program	Base Fee:	CWELLC reduced fee:
Fulltime Monthly fees (Faculty/staff/community)	\$2040.00	\$1020.00
Fulltime Monthly fees (Student)	\$1716.00	\$858.00
Part time Daily fees (Faculty/staff/community)	\$112.00	\$56.00
Part time Daily fees (Student)	\$86.00	\$43.00
Toddler Program	Base Fee:	CWELLC reduced fee:
Fulltime Monthly fees (Faculty/staff/community)	\$1886.00	\$943.00
Fulltime Monthly fees (Student)	\$1553.00	\$777.00
Part time Daily fees (Faculty/staff/community)	\$106.00	\$53.00
Part time Daily fees (Student)	\$77.00	\$38.50
Preschool Program	Base Fee:	CWELLC reduced fee:
Fulltime Monthly fees (Faculty/staff/community)	\$1449.00	\$725.00
Fulltime Monthly fees (Student)	\$1208.00	\$604.00
Part time Daily fees (Faculty/staff/community)	\$78.00	\$39.00
Part time Daily fees (Student)	\$61.00	\$30.50
Non Base Fees:	All Programs	
Late Pick Up Fees	\$25 for the first 5 minutes; \$1/each minute thereafter. (i.e, 5:36 p.m. Pick up Fee is \$26)	
ELC Access Fob Replacement (lost cards)	\$25	
NSF Cheque Fee	\$25	

*non-base fees are not eligible for CWELLC funding

4.10 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 Toronto Children's Services, 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.

4.11 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.

4.12 Centre Access Cards

Parents and/or guardians will be given an access fob(s) that is used to enter the ELC. Parents/Guardians are reminded to not allow others in with them when scanning entry into the facility. Those without a fob are required to buzz in and identify themselves before gaining access to the premises. Access fobs must be returned upon withdrawal from the centre. Parents will be charged the cost of the fobs should they not have the fobs at the time of the child's last day.

4.13 Financial Assistance

The Centre operates under provincial license and has a purchase of service contract with the Toronto 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 Toronto Children's Services website <http://www.toronto.ca/childcare> 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

4.14 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/manager 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.

4.15 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:

4.15.1 Documentation

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.

4.15.2. Meetings

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.

4.15.3 Outside resources involved with the family

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. Other professionals such as a Toronto Community Living Resource Consultant will be available for consultation and advice and 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.

4.15.4 Referral to Agencies

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.

4.15.5 Withdrawal

In the event that a duty to accommodate the child has been made and it is determined by the Director and 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 Director and Manager have the right to decide that the child be withdrawn. The Director or 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 Education Early Learning Division and City of Toronto (if applicable) are informed if a child is being withdrawn.

4.16 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.

4.17 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	Good Friday	Thanksgiving Day
Family Day	Civic Holiday	Christmas Day
Victoria Day	Labour Day	Boxing Day

5. 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 Child Care Early Years Act, and Toronto 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.

5.1 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.

5.2 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.

5.3 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/manager 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.

5.4 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, 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.

5.4.1 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.

5.5 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.

5.6 Medication

The Child Care Early Years 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/ Topical Ointment 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 by a Child Care Staff. 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 a fanny pack with your child's name on it and placed on identified hooks. Topical Lotions/Creams can be left at the ELC on an ongoing basis in the child's basket in the washroom area.

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, the name of the medication, the date the prescription was issued, and the prescribed dosage. Any prescription that has not been issued in the last 30 days must be accompanied by a note from the family doctor.
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 and duration to be applied.

3. The medication is needed on a regular basis, e.g. Ventolin masks for asthma sufferers, treatment of eczema, etc., and a doctor's letter is on file and must be renewed annually.

4. Topical Lotions/Creams are in the original packaging. The parent/guardian must sign the Topical Lotion/Cream permission form prior to application and a copy is kept in the child's classroom.

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 appropriately.
- 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.

5.6.1 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 Child Care staff 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.

5.7 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, Child Care Early Years Act, Health and Safety Procedures, Anti-Discriminatory Procedure and the City of Toronto 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 staff to refuse to administer medication.

5.7.1 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.

5.7.2 Food Related Allergens

Strategies to Reduce the Risk of Exposure to Anaphylactic Causative Agents

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, and at least annually.

We ask that NO OUT SIDE FOOD or TREATS be carried into the child care centre. Staff are free to bring lunches into the centre but must store them in the staff room to reduce the risk of children exposure to allergens.

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.

5.7.3 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 and update at least annually, 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/supervisor 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 staffs at the ELC hold standard First Aid and CPR certification, and are trained to prevent and recognize the symptoms of an anaphylactic reaction and administer an Epi-Pen.

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

5.8 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 Toronto 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 Public Health's Guidelines for exclusion of ill child will apply.

For illnesses described above the exclusion period is 24 hours. Children must be symptom free for 24 hours before they can return to the centre. When given antibiotics for an infection, children may return after they have been on the antibiotic for a full 24 hours.

With Diarrhea, the exclusion period is now 24 hours. Children may return to the centre when they have been free of symptoms for a full day.

Parent/guardians are responsible for notifying the Centre if the child contracts a communicable disease. The Supervisor/Manager or designate will report communicable diseases to the 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.

Allergies

If your child has an identified allergy that does not fall into the anaphylactic category please inform the staff and program supervisor in writing of the allergy, and the action the ELC is to take if the child is exposed. Every reasonable effort will be made to reduce the risk to 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. Shampoo treatment may be purchased from your local drugstore at the pharmacy counter. Discuss your child's age, allergies and health conditions with the pharmacist when selecting a product.

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.

We will follow the Toronto Public Health guidelines pertaining to whether or not a child should be excluded from our program. We will provide the families with these guidelines upon notification of lice.

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.

5.9 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. All individuals in the building at the time of a drill will be required to stay with the groups until the drill is completed before departing.

5.10 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. At OISE, 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 Child Care Early Years Act standards.

Food Precautions and Restrictions

We ask that parent/guardians DO NOT leave food in their child's cubby/strollers 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 cubbies/strollers 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.

5.11 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 water days and should be taken home after each water day 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.

5.12 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. Should you wish your child not have sunscreen applied, directions must be provided in writing to the supervisor indicating these directions.

6. PROGRAM

6.1 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

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.

6.1.1 Supervision of Volunteers and Students Policy and Practices

In support of our Program Statement and the ELC's commitment to staff support in Professional Learning and Development, the ELC will, throughout the year, host volunteers, field placement students and occasionally U of T Work Study Students.

Volunteers are individuals who offer their service in an unpaid capacity to provide program support, under the supervision of staff. Volunteers are never counted for ratio purposes or left alone with children.

Students are individuals from an individual college or university program who does a supervised field placement at the ELC as part of their college or university curriculum. Learning expectations for practicum students are determined by their respective educational facilities and monitored by the supervising staff member. Students are never counted for ratio purposes.

Work Study Students are U of T student who is employed through the U of T work-study program to fulfill a short term position to support/enhance programs/classrooms and operate under the direct supervision and supervisors at all times. Work study students are never counted for ratio purposes.

- Only ELC employees (CUPE, USW members or Managers) will have direct unsupervised access to children.
- Students and Volunteers must always be supervised by an ELC staff member when children are present.
- Only ELC staff members are to be counted towards child/teacher ratios.
- Vulnerable Sector Screens (Criminal Reference Check) are required for all volunteers and students.
- All children are supervised by persons who are at least 18 years of age.

Program Supervisors conduct the orientation for volunteers, staff and field placement students at the ELC. All volunteers, staff and students are required to read and sign in acknowledgement the ELC's operating policies and practices.

Program Designated Registered Early Childhood Educators (RECE) supervises students as well as the work-flow of volunteers. Any concerns that may arise will be communicated to the Supervisor. RECE program staff meet with volunteers and students to outline expectations at the ELC.

Early Child Education Students (ECE) Field Placement are responsible for submitting any documentation regarding field placement expectations and requirements from their educational institution to their supervising classroom teacher at the beginning of the placement.

6.2 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. 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.

No form or prohibited practices is permissible. Prohibited practices include

- (a) corporal punishment of the child;

- (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting themselves or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the child care centre for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee’s emergency management policies and procedures;
- (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine their self-respect, dignity or self-worth;
- (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) inflicting any bodily harm on children including making children eat or drink against their will. O. Reg. 137/15, s. 48; O. Reg. 126/16, s. 34.

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

Broadcasting	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	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)	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	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	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	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's behaviour that is inappropriate but harmless to others and the environment is ignored in an attempt to eliminate it.
Positive Reinforcement	Using encouragement through verbal and physical communication will reinforce appropriate behaviour and help build positive self-esteem.

6.3 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 Director and Manager reserves the right to withdraw a family from the ELC if an adult family member refuses to comply with this policy.

6.4 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 go to the child who has bitten, get down to their level and discuss what happened. The age of the child (/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.

6.5 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.

6.6 Outdoor Play

The Early Learning Centre (ELC) adheres to the Child Care Early Years Act's regulation on outdoor play. In section 47 (4) 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.

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.

Where parents wish children to wear sunglasses on the playground, these sunglasses must be shatter-proof and accompanied with a note of permission.

6.6.1 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 Child Care Early Years 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.

6.7 Children's Personal Belongings and 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.

We discourage other toys or personal items from coming into the centre. The staff cannot be responsible for any lost or misplaced toys. There may be “special” days as planned by the teachers and the children in which certain items may be brought into the centre for sharing.

6.8 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 by the end of the month will be discarded by the staff.

6.9 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 rest 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 quiet activities set up by the teacher.

6.10 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 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 or in newsletters that are sent via list-serv.

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.

6.11 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.

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

6.13 Stroller Storage

There is stroller storage at both GM and OISE, a stroller rack can be found near the parking area and side exit at GM and a locked stroller shed is found outside the entrance to the playground at OISE. All strollers must be folded to allow room for the many strollers that require the space. Please ensure that your strollers are labeled with your family name on it to ensure you pick up the correct stroller. Also a reminder that food and or valuables should not be left in the strollers.

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 a file is accessed by an outside agency, such as the Region of Peel, families will be informed. 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 Terms of Reference

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.

Membership

Parents Advisory Committee meetings are open meetings, and all interested GM/OISE 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 Child Care Early Years Act, Toronto Children's Services AQI 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 ELC parent listserv.

Minutes of Meetings

The Supervisor/Business Coordinator of ELC will record minutes. Minutes will be posted on the PAC bulletin board. 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.

Membership

Parent Representativesⁱ (Updated January 2015)

Each classroom (8 classrooms at the GM site and 2 classrooms at the OISE site) will have a parent assigned the role of Classroom Representative. Co-parent representatives is also an option should this work better in some classrooms.

One parent representing Special Needs Children

One parent representing Student Parents

One member of the teaching staffⁱⁱ

Ex-Officio - ELC Managerⁱⁱⁱ

Ex-Officio - ELC Supervisor

Ex-Officio - Director, Family Programs & Services

Ex-Officio- Designate from the Office of the Vice-President Human Resources & Equity

Business Coordinator (meeting notes)

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.

9.2 Early Learning Centre Phone List

GM/OISE
ELC-GM Main Office/Supervisor: 416-978-6725 ELC- OISE Main Line- 416-978-0027
ELC Interim Manager (Rebecca Irvine): 416-978-6725 Business Coordinator (Sylvie Brown): 416-946-5297
Director of Family Programs and Services (Fran Dobbin): 416-978-3239

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