

St. George's School Age Child Care Programme

Policies and Procedures Manual

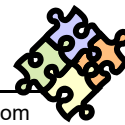
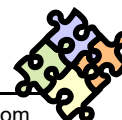
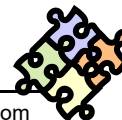


Table Of Contents

OPERATIONAL POLICIES	4
O.1 PHILOSOPHY	4
O.2 PROGRAMME GOALS	4
O.3 CODE OF CONDUCT	4
O.3.1 board of directors code of conduct:	5
O.3.2 Employee and volunteer code of conduct.....	6
O.3.3 Parent / guardian code of conduct.....	7
O.3.4 Children's code of conduct	8
O.4 COMMUNICATION AND RESOLUTION	9
O.5 WAITING LIST	10
O.6 FINANCIAL POLICIES AND PROCEDURES	11
O.7 PROGRESSIVE DISCIPLINE POLICY.....	15
O.8 CONFLICT OF INTEREST POLICY	19
O.9 LATE PICK UP FEE	19
O.10 ABSENCE FROM CARE.....	20
O.11 WITHDRAWAL POLICY	21
O.12 TRAVEL POLICY.....	21
O.13 EMERGENCY CLOSURE POLICY	22
MINISTERIAL POLICIES	23
M.1 CHILD ABUSE	23
M.2 INCLUSION	31
M.3 SERIOUS OCCURENCE POLICY.....	32
M.3.1 Missing Child Procedures	36
M.4 FIRE SAFETY AND EMERGENCY.....	36
M.5 PLAYGROUND SAFETY	44
Playground Safety Procedures	46
Preventing Unauthorized Access.....	49
M.6 SANITARY POLICY	49
M.7 FIRST AID	52
M.8 HEALTH	53



M.9 MEDICATION	53
M.10 ALLERGY AND ANAPHYLAXIS	57
M10.1 Rules for Parents Who Bring Food From Home	61
M.11 WASHROOM	62
M.12 ALTERNATIVE PICK-UP	63
M.12.1 Safe Arrival and Dismissal policy	63
M.13 FIELD TRIPS	67
M.14 POLICE REFERENCE CHECK POLICY	68
M.14.1 Police Record Check Procedures	73
M.15 STATUS & STANDING POLICY	75
M.16 VOLUNTEERS AND STUDENTS	77
M.17 PROGRAM STATEMENT	78
M.17.1 PROGRAM Statement Implementation Policy	85
M.17.2 Prohibited Practices	87
M.18 MONITORING COMPLIANCE TO POLICIES, PROCEDURES, INDIVIDUALIZED PLANS AND CONTRAVENTIONS OF PROHIBITED PRACTICES AND STAFF TRAINING	88
M.19 DEALING WITH CHALLENGING BEHAVIOURS	91
M.20 ANTI-BIAS/ANTI-RACISM POLICY	94
M.21 WORKPLACE VIOLENCE POLICY	94
M.22 WORKPLACE HARASSMENT POLICY	98
M.23 ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES	101
M.24 SUN SAFETY POLICY	103
M.25 SMOG	104
M.26 EMERGENCY MANAGEMENT POLICY	104
M.27 PARENT ISSUES AND CONCERNS POLICY AND PROCEDURE	113
Concerns about the Suspected Abuse or Neglect of a child	114



OPERATIONAL POLICIES

POLICY NO.	REVISION DATE
Operational (O) 1-14	July 2026

0.1 PHILOSOPHY

The St. George's School Age Child Care Programme (St. George's SACCP) provides a safe, warm and caring environment within a relaxed atmosphere. Our objective is to deliver high quality programming that is dedicated to supporting children's learning, development, health and well-being.

Children are viewed as competent, capable, curious and rich in potential. The Programme follows "How Does Learning Happen? Ontario Pedagogy for the Early Years," which sets out goals for the children based on our four foundations of learning as outlined in the Programme Statement. Children are provided with opportunities to experience both free play-based activities and guided activities, encouraging free individual expression with guidance where necessary. The Programme offers fun and innovative activities that address the different needs, interests and learning styles of each child to protect and support their intellectual, physical, social and emotional growth.

The Programme's Philosophy framework is supported by partnerships and shared responsibility between parents, teachers, Registered Early Childhood Educators and Programme staff. We work together to meet our shared goals and it is important that we communicate and share information with each other about the child's experiences at home, in school and in the Programme regarding health, achievements, and other daily issues or concerns.

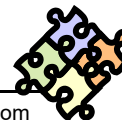
0.2 PROGRAMME GOALS

1. To provide families with a quality child care Programme that meets their needs.
2. To provide good quality and safe care for all children attending the Programme through encouraging positive self-image, responsibility and independence.
3. To promote opportunities for children to learn, play and share experiences with each other.
4. To encourage a variety of stimulating and enjoyable activities where children can develop physical skills.
5. To foster parents' participation in the Programme through general meetings and Board involvement

0.3 CODE OF CONDUCT

Policy Statement:

It is the Policy of St. George's School Age Child Care Programme to support a safe, positive and respectful environment. The Code of Conduct sets the standards of behaviour for each individual including children, employees, volunteers, Board Members and parents/guardians.



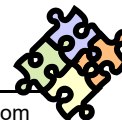
Procedure:

0.3.1 BOARD OF DIRECTORS CODE OF CONDUCT:

St. George's School Age Child Care Programme aims to facilitate excellent communication among all members who govern our Board of Directors to maintain a good working, social and personal environment, promote efficiency, and to generate better understanding of the governance responsibilities of the Board.

As a Board Member I shall:

- Work on behalf of the whole organization representing the interest of all the families and members
- Arrive to meetings on time and be prepared to participate and understand that I may be asked to step down from the Board if I miss more than two meetings
- Understand my position and ask for an orientation session if necessary
- When communicating my views, act in the best interest of the Programme and its members (wear the “business hat” rather than the “parent hat”)
- Observe the principle of Board unity and speak with one voice and refrain from expressing a contrary opinion outside of Board meetings
- Work as a “trustee” of the organization and do my best to ensure the organization is financially secure and well managed
- Do nothing to violate the trust of those who elected me to the Board
- Not benefit directly or indirectly from being on the Board of Directors
- Avoid conflicts of interests and declare if I do have a conflict of interest
- Keep informed of developments that are relevant to issues that come before the Board
- Keep personal issues or concerns through the appropriate communication channels
- Be responsible and proactive for the group's behaviour and productivity
- Encourage everyone to participate and serve on committees as required
- Follow through on my commitment
- Focus not only on the present but on the future needs of the Programme and the community we serve
- Ensure that confidentiality and nondisclosure of personal information and all meeting discussions is strictly adhered to
- Support the professional team but do not interfere with the management of the staff
- Follow the Programme's communication procedures when it comes to dealing with client issues
- Remember that all authority is vested in the whole Board when it meets in legal sessions and not individual Board members
- Acknowledge that it is the Board as a whole that has the capacity to direct the professional team which is delegated through the Executive Director or Designate
- Never exercise authority as a Board member except when acting in a meeting with the full Board, or as delegated by the Board



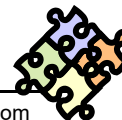
- As an individual Board member, I will not use, or attempt to use my authority and/or position to intimidate, and/or influence any staff member with the intent of interfering in the staff's duties
- Respect and support the Board's final decision
- Refer difficult inquiries to the President, Vice President, or Executive Director
- Be well informed about the organization, its programs and its business
- Be a positive ambassador for the organization
- Observe confidentiality on all Board issues and deal with and use appropriate discretion when speaking on Board matters
- The President presides over Board meetings and ensures orderly discussion and adequate opportunity for all opinions to be heard
- The President, and where applicable, Executive Director ensures, by way of appropriate channels, members are provided with proper information when requested
- The President serves as official spokesperson for the Board
- Board members shall show respect for other Board members, management, and staff
- Acknowledge that the Board as a whole has the capacity to direct the Professional Team which is delegated through the Executive Director

0.3.2 EMPLOYEE AND VOLUNTEER CODE OF CONDUCT

The Programme's Code of Conduct sets clear standards of behaviour that apply to all individuals involved in our Programme, including parents or guardians, volunteers, employees and Board members.

These standards apply whether they are on school property or at offsite events and activities (PA Day excursions, etc.).

- All staff members and volunteers are expected to be responsible and to act as models of good behaviour. Foul language (swearing, name-calling, shouting, etc.) is not appropriate and will result in disciplinary action up to and including termination. Individuals engaging in such behaviour will be asked to leave the premises immediately.
- Inappropriate behaviour or harassment of any kind towards a child, parent, volunteer or coworker will result in immediate disciplinary action up to and including termination and/or police intervention. This type of behaviour includes but is not limited to harassment or intimidation by written note, email, words, gestures or body language.
- The use, influence and/or storage of alcohol, illicit drugs, tobacco, nicotine, e-cigarettes, vaporizers, recreational marijuana, and weapons are not permitted on school property or at offsite events and activities. The consequences for failure to comply will include but are not limited to termination and/or police intervention.
- The privacy and confidentiality of our parents, guardians, staff, volunteers and children is important to us. All concerns and comments should be addressed with the Assistant Director. Should this discussion not address your concerns, the next step is to review the situation with the Executive Director. Failing resolution with the Executive Director, the matter will be referred to the appropriate member of the Board of Directors, as per the Communication and Resolution Policy.



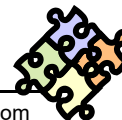
- Respect the confidential nature of information gained, or behaviour observed, while participating in the Programme, in relation to other children, staff, volunteers and adults. There should be no discussions in the hallways, parking lot or community that may violate the privacy and confidentiality of an individual associated with the Programme. There should be no discussions via electronic mediums such as social media or other forms of electronic information sharing regarding the children, parents, staff or volunteers.
- Any pictures taken at the Programme or during Programme events are only for the private use of the Programme or families. These pictures cannot be posted in on-line photo albums (i.e., social media sites, unless it is a communication app used between Programme and families).

0.3.3 PARENT / GUARDIAN CODE OF CONDUCT

The Programme's Code of Conduct sets clear standards of behaviour that apply to all individuals involved in our Programme including parents or guardians, volunteers, staff and Board members.

These standards apply whether they are on school property or at offsite events and activities (PA Day excursions, etc.).

- All members of the Programme and school community are to be treated with respect and dignity regardless of race, creed, sexual orientation, disability or any other ground protected by Ontario's Human Rights Code.
- All adults have the responsibility to act as models of good behaviour. Foul language (swearing, name-calling, shouting,) is not appropriate. Individuals engaging in such behaviour will be asked to leave the premises immediately.
- Inappropriate behaviour or harassment of any kind towards a child, parent or staff member will result in immediate intervention up to and including the family's removal from the Programme and/or police intervention. This type of behaviour includes but is not limited to harassment or intimidation by written note, email, words, gestures or body language.
- Alcohol, illicit drugs, smoking and weapons are not permitted on school property or at offsite events and activities. The consequences for failure to comply will include but are not limited to the family's removal from the Programme and/or police intervention.
- The privacy and confidentiality of our parents, guardians, staff, volunteers and children is important to us. All concerns and comments should be addressed with the Programme staff. Should this discussion not address your concerns, the next step is to review the situation with the Executive Director, the matter will be referred to the appropriate member of the Board of Directors, as per the Communication and Resolution Policy.
- Respect the confidential nature of information gained, or behaviour observed, while in the Programme, in relation to other children, staff, volunteers and adults. There should be no discussions that may violate the privacy and confidentiality of any individual associated with the Programme via electronic mediums such as social media sites unless it is a communication app used between Programme and families.



- Any pictures taken at the Programme or during Programme events are only for the private use of the Programme or family. These pictures cannot be posted in on-line photo albums (i.e., social media sites unless it is a communication app used between Programme and families).

This code of conduct must be signed in accordance to the Parent/Guardian Commitment and Understanding Form on behalf of your family/caregivers involved in your child's experience at the Programme.

0.3.4 CHILDREN'S CODE OF CONDUCT

Children's Rights:

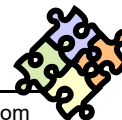
1. I have the right to be free from bullying, threats, racism, sexism, taunting and physical aggression
2. I have the right to be treated fairly and with respect
3. I have the right to be myself and express my feelings in a positive way
4. I have the right to play and learn in a safe and positive environment
5. I have the right to know the consequences of my actions

Programme Children are Expected to:

1. Follow all Programme rules and routines at the school and on trips
2. Show proper care and respect for yourself, others and Programme/school property
3. Show respect for others in your language and actions
4. Resolve conflicts peacefully using appropriate words
5. Keep your hands and feet to yourself
6. Be considerate of the rights, feelings and personal space of others (i.e., no bullying or unwanted touching)
7. Be respectful while walking through the hallways. (The principal and teachers are working while you are in the Programme)
8. Be truthful, co-operative and honest
9. Play fair and have fun!

Consequences for Unacceptable Behaviour:

1. Discussion with Programme teachers
2. Involved in problem solving with the other child(ren)
3. Discussion with Executive director
4. Meeting with parents and the Executive Director and/or Board of Directors
5. Suspension or Expulsion from the Programme



0.4 COMMUNICATION AND RESOLUTION

Policy:

Proper communication within St. George's School Age Child Care Programme is vital to our success. These policies have been created to ensure an optimum level of communication is maintained within the organization. The Communication and Resolution Policy has been established as a foundation for ensuring the child care and work environment remains positive, safe and respectful.

The Communication and Resolution Policy is intended to:

- Establish communication practices to meet the needs of the organization
- Ensure regular and accurate communication on the decisions and activities of the Programme
- Establish and define the specific roles and responsibilities of each individual involved in the communication process
- Promote open communication and provide the opportunity to address a conflict or complaint quickly, fairly, and without reprisal
- Emphasize the transparency and inclusiveness that we value in our working relationships
- Improve communication and understanding between employees, parents, and Board members
- Ensure confidence in management decisions by providing a mechanism whereby conflict resolution can be objectively reviewed
- Maintain a professional environment through our commitment to a communication and resolution process initiated through the Executive Director as the designate of the Board
- Identify when policies and procedures that need to be clarified or modified

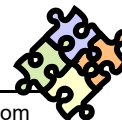
St. George's School Age Child Care Programme believes in the importance of daily discussion between the Programme staff and parents. Every parent, employee and Board member is accountable for the effectiveness of his or her communication and has a responsibility to themselves and to each other to help manage and resolve conflicts and concerns that occur at the Programme.

While we encourage discussion and debate, Programme and work-related issues or concerns should follow the Communication and Resolution Procedures as outlined below. Parents, employees and Board members are encouraged to follow the informal approach to Communication Resolution prior to initiating the formal communication and resolution process.

Informal and Formal Procedures are as follows:

Informal Communication and Resolution Procedure:

1. Individuals who have an issue or require management intervention in a Programme or work-related conflict or complaint should notify the Executive Director during the Programme hours of operation (7:30 a.m. to 6:00 p.m.) and make an appointment to discuss the matter in more detail at a mutually agreeable time. Contacting the Director outside of Programming hours is not permitted.



2. The Director will review the issue, and within two working days will meet with the individual to discuss the proposed plan of action. Together, the Director and the individual will try to establish a satisfactory resolution.
3. If the individual is not satisfied with the proposed informal resolution, he/she is encouraged to proceed with the formal communication and resolution process.

Formal Communication and Resolution Procedure:

1. Individuals who wish to initiate the formal communication and resolution procedure must prepare written documentation, with supporting details, of the conflict situation and submit it to the Executive Director within 10 working days of the incident.
2. The Director will investigate the details of the resolution request or complaint. If necessary, the Director may consult with the Programme HR Executive Officers and other relevant individuals.
3. Within ten working days of receiving the resolution request, the Director will complete the investigation and prepare a written response. The director will forward a copy of the response along with a request that the individual sign and date the copy to confirm that they received the reply and agree or disagree with the proposed plan of action.
4. If the individual agrees with recommended plan of action, the Director will provide the individual with a copy of the signed reply and place a copy in the appropriate human resources file.
5. If the conflict or complaint has not been resolved to the individual's satisfaction, the Director will forward all necessary documentation, including the conflict resolution request or complaint, documentation of relevant factual information, analysis of the information, the conclusion, and the recommended resolution to the current Programme HR Executive Officers to be reviewed.
6. The Executive Officers will investigate the original submission and any new information that may arise during the resolution process. The Officers will forward a response to the individual either concurring with the previous resolution or proposing an alternative resolution.
7. If the individual agrees with the resolution at this stage, the Director will provide a copy of the signed reply to the individual and place a copy in the appropriate HR file.
8. If the issue has not been resolved, the individual can request the issue be investigated by the Board of Directors. The decision and recommendations made by the Board will be final. The Executive Director will forward a copy of the proper documentation of the resolution or decision, signed and dated, to the individual and the Board of Directors and place a copy in the appropriate HR file.

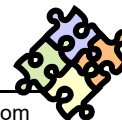
0.5 WAITING LIST

Policy Statement:

St. George's School Age Child Care Programme has a transparent, effective and equitable wait list procedure that ensures spaces available in our programs are open to all families in the St. George's Junior Public School community.

St. George's School Age Child Care Programme

70 Princess Anne Crescent • Etobicoke, ON • M9A 2P7 • (416) 576 - 3731 • Email: stgprogram@gmail.com



This policy will be reviewed and updated annually or as necessary to incorporate best practices and encourage compliance. New staff, students and volunteers will be oriented to this policy at the commencement of employment/placement and will review annually thereafter.

Our policy is such that when a family expresses interest in registering their child in the Before and After School Programme, that child's name and information is put on a numbered waiting list. When spaces are made available, they will be filled in the priority order noted below.

The Programme currently maintains two separate wait lists: The Kindergarten Wait List and the School Age Wait List. Children between one day of age and twelve years are eligible to be placed on the waitlist. Families on the wait list are not permitted to switch spots amongst themselves. Children who do not attend St. George's Junior School and would like to enrol in the Before and After School Programme must have a safe arrival plan, as St. George's School Age Child Care Programme does not provide bus service.

Procedure:

In accordance with the Wait List Policy of the St. George's School Age Child Care Programme, when spots are made available, they will be filled in the following priority order:

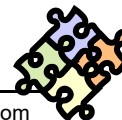
1. Children with siblings in the Programme
2. Families with children who were previously in the Programme who are graduating to Grade 6 at the time that their sibling is entering JK
3. Children on the Waiting List
4. If a parent declines a space in the Programme when it becomes available, they move to the end of the wait list except when they have declined the spot because other siblings who are also on the wait list cannot be accommodated at the same time. This also applies to instances when siblings are not yet of age to be considered eligible for the Programme. However, these younger siblings must be on the wait list
5. In the event that there are not enough spaces for all of the siblings of children registered in the Programme, priority will be given to those siblings who have been on the wait list longest
6. If a parent declines a space in the program when it becomes available, they move to the end of the wait list

No fees are charged to be placed on the St. George's School Age Child Care Programme wait list. Parents are welcome to enquire about their child's status on the wait list at any time. Please note that St. George's School Age Child Care Programme will not disclose any personal information of any other families on the wait list, you will only be provided with your child's numbered position on the wait list.

0.6 FINANCIAL POLICIES AND PROCEDURES

Policy Statement:

The purpose of the financial management in the operation of St. George's School Age Child Care Programme is to fulfill the organization's mission in the most effective and efficient manner and to



remain accountable to stakeholders, including clients, funders, employees, and the community. In order to accomplish this, St. George's School Age Child Care Programme commits to provide accurate and complete financial data for internal and external use by the Executive Director and the Board of Directors.

Guidelines:

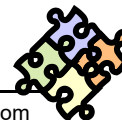
1. The Board of Directors is ultimately responsible for the financial management of all activities.
2. The Treasurer is authorized to act on the Board's behalf on financial matters when action is required in advance of meeting of the Board of Directors.
3. The Executive Director (ED) is responsible for the day-to-day financial management of the organization. The Board authorizes the ED to hire and supervise staff and independent consultants, pay bills, receive funds, and maintain bank accounts.
4. The ED is authorized to sign cheques and use the debit card up to \$1000.00. All cheques written on the business account will require two signatures one being the ED and the other a signing officer (President, Vice-President or Treasurer).
5. The ED is authorized to enter contracts for activities that have been approved by the Board as part of budgets or plans. The Board of Directors must authorize any contracts outside of these parameters and all contracts with a financial value greater than \$1000.00.
6. The ED is authorized to manage expenses within the parameters of overall approved budget, reporting to the Treasurer on variances and the reason for these variances.
7. The ED along with the President must delegate at least two members of the Board as signing officers for the organization.
8. The Board of Directors must approve any use of the Board designated cash reserve fund.

Responsibilities and Reporting – The Executive Director will:

1. Provide a copy of the monthly reports received from the accountant to the Board of Director's on a monthly basis prior to the meeting of the Board of Directors. Financial reports should indicate the current cash position of the organization, the inflows and outflows for the reporting period and any outstanding expenses or receipts.
2. Pay all obligations and file reports required in a timely manner.
3. Make no contractual commitment for real estate lease or purchases without approval of the Board.
4. Record fixed assets with a purchase price of \$500.00 and above in accounting records as capital assets. Depreciation of capital assets will not exceed five years for furniture and equipment or three years for computer and other technology equipment
5. Limit vendor credit accounts to prudent and necessary levels.
6. The ED is responsible to purchase snack, supplies and equipment for the Programme on a regular basis, by using the Programme debit card. Debit card will have a daily cash limit of \$1000.00.

The Treasurer will:

1. Review financial reports recorded from the Executive Director.



2. Prepare and present a monthly financial report at each Board update. Provide copies for of the report to Board members and ensure that they review and understand the financial reports provided.
3. Provide adequate training to members to enable each member to fulfill their financial oversight role.

The Board of Directors will:

1. Review financial reports at each Board update.
2. Provide adequate training to members to enable each member to fulfill their financial oversight role.

The Executive Director will:

1. Purchase food and Programme supplies on a regular basis using the Programme debit card.
2. The ED will keep track of all necessary expenses in regards to travel for meetings and other activities related to St. George's School Age Child Care Programme in order to be reimbursed.
3. Submit all receipts to the Accountant at the end of each month.
4. In no case will St. George's School Age Child Care Programme borrow funds from any employee or officer of the organization without specific authorization from the Board of Directors.

Budget

In order to ensure that planned activities minimize the risk of financial jeopardy and are consistent with Board approved priorities, long range organized goals and specific five-year objectives, the ED will:

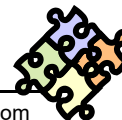
1. Submit operating budgets to the Treasurer and the President in time for reasonable approval by the Board prior to the Budget meeting in May.
2. Use responsible assumptions and projection background, with a general goal of an unrestricted surplus.
3. Expenditures not included in the budget should be approved by motion at a meeting of the Board of Directors.

Gifts/Donated Items

1. St. George's School Age Child Care Programme will accept contributions of goods and devices other than cash that are related to the Programme and operations of St. George's SACCP. Any other contributions of non-cash items must be reviewed and approved by the board of Directors before acceptance.

Asset Protection

In order to ensure that the assets of St. George's SACCP are adequately protected and maintained, the ED will:



1. Insure against theft and casualty losses to the organization and against liability losses to Board members, staff, or the organization itself to levels indicated in consultation with suitable professional resources.
2. Plan and carry out suitable protection and maintenance of property, building and equipment.
3. Avoid actions that would expose the organization, its Board, or staff to claims of liability.
4. Protect intellectual property, information and files from unauthorized access, tampering, loss or significant damage.
5. Receive, process, and disburse funds under controls that are sufficient to maintain basic segregation of duties to protect bank accounts, income receipts, and payments.
6. Inventory of assets such as furniture, electronics, appliances and computers will be conducted on a yearly basis. Records will be kept on file.

Cheques and Debit Cards

The Executive Director will:

1. Keep all bank cheques in a secure and preferably locked location.
2. Keep all signed and cancelled cheques that are returned from the bank are placed in a secure and preferably locked location.
3. Have all cheques written signed by the ED and a designated signing officer.
4. Meet the local business bank advisor to establish the use of the debit card and set daily limits attached to the card.
5. Report misplaced, lost or stolen debit cards to the bank as soon as possible and apply for a replacement card.

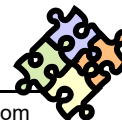
Accountant

1. The accountant will be in charge of staff payroll and monthly reconciliation of the Programme's reports.
2. The ED will work closely with the accountant on a monthly basis to ensure all transactions are reconciled in order for the bookkeeper/accountant to create monthly balance sheet reports/profit/loss report for the Board of Directors on a monthly basis.
3. When needed, the ED will meet with the accountant and the President/Treasurer.

Financial Reviews

1. The Board of Directors will have the financial statements examined by an approved auditor.
2. A financial Audit Review will be completed by a professional in the field which will provide the organization with a credible opinion about the accuracy of the financial statements.
3. The Audited statements will be reviewed at a Board meeting and approved by the Board of Directors.
4. A signed copy of the audited financial statements must be forwarded to the City of Toronto before January 1st of each year.

Fraud Detection and Prevention



1. The ED and Accountant will monitor the books for any signs of fraud. Irregularities will be reported to the Board of Directors.
2. In the case of allegations or complaints the Board of Directors will complete a thorough investigation
3. The Board of Directors will ensure that the ED is trained to manage the basic financial procedures
4. When available the ED will train the staff in regards to fraud awareness.

Retention of Records

1. The Board of directors will retain all financial records for a period of seven years. Files will be kept in a secure storage room at St. George's Junior Public School.
2. The financial books or records of the organization are the property of St. George's SACCP and not the Treasurer or Accountant.
3. They should be open for examination at any time by the Board of Directors.
4. Old records will be destroyed using a shredder

The Board of Directors will review the Financial Policy on an annual basis.

0.7 PROGRESSIVE DISCIPLINE POLICY

Policy Statement:

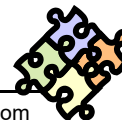
St. George's School Age Child Care Programme reserves the right to use progressive discipline in appropriate circumstances in its management of the workplace. The following shall serve as a guideline regarding the use of such discipline.

Procedure:

Grounds for Discipline, Suspension or Termination

An Employee may be suspended without pay or terminated immediately where it is found he/she has committed a serious or repeated violation(s) of the Programme's policies, including but not limited to:

- Failure to follow the Programme Statement, Programme Statement Implementation Policy, Programme and Ministry regulatory policies and procedures, Employee Handbook and Parent Information Handbook
- Failure to follow Monitoring Compliance to Policies, Procedures, Individualized Plans and Contraventions of Prohibited Practices
- Failure to follow instructions or directives issued by the Executive Director
- Unauthorized or unexplained absences
- Tardiness
- Deceptive or inaccurate or false statements in resume or application
- Falsifying records
- Failure to notify Programme if contracted a communicable disease according to the City of Toronto



- Failure to submit and/or comply with administrative paperwork (i.e., observations, documentations, program plans, etc.)
- Suspended registration with the College of Early Childhood Educators
- Failure to interact with children and/or parents and/or staff members in an appropriate manner
- Failure to make required reports concerning serious occurrences, abuse and neglect as per the child abuse and serious occurrence policy
- Obscene language
- An accusation of abuse or neglect with ill intent

No list of rules can include all instances of misconduct which can result in discipline, and the disciplinary action taken in each case will be handled according to the severity of the events that have occurred. The stages identified below may be skipped or accelerated, depending upon the circumstances. Employees are encouraged to review the Communication and Program Statement and Monitoring Compliance to Policies and Contraventions of Prohibited Practices contained in the Policies and Procedures Manual for examples of inappropriate and unacceptable conduct.

Stages and Procedures for Progressive Discipline:

Verbal Warnings:

Verbal warnings will generally be used as a first step in the discipline process. Some reasons an employee may receive a verbal warning include, but are not limited to: first late arrival, first incident of not following procedures, not adhering to the dress code, etc.

The Procedure:

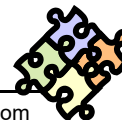
- Employee will be given a verbal warning regarding the unacceptable behaviour or action
- Employee will be given an explanation of when and how the behaviour or action took place. This includes the reason why the behaviour or action was unacceptable
- Employee will be given the opportunity to explain the situation and their actions
- Employee will be given a description of expected acceptable behaviour or actions
- Employee will be informed that further disciplinary action, up to and including termination, will follow if the unacceptable behaviour continues
- Documentation of such conversations will be kept by the Executive Director

The College of Early Childhood Education

Employee will be given a verbal warning regarding failure to register with the College of Early Childhood Educators. The employee will then be given a reasonable time line to comply with the registration request and provide proof of application.

Written Warnings:

Written warnings may be given for more serious violations of policy and or conduct or for repeated inappropriate conduct/behaviour. These types of violations include but are not limited to: inappropriate or rude interactions with a parent/child(ren)/employee/school staff, not showing up for a scheduled shift with



no notice or without a reasonable explanation, insubordination or lack of adherence to policies and standards (such as maintaining ratio), and failure to register/renew registration with the College of Early Childhood Educators within a given time period.

The Procedure:

- Employee will be given a written warning regarding their unacceptable behaviour or actions in the event that the behaviour/action has either been discussed in a previous verbal warning or the behaviour/action was such as to warrant more than a verbal warning
- Employee will be given an explanation of when and how the unacceptable behaviour/action took place. This will include the reason why the behaviour/action was deemed unacceptable
- Employee will be given an opportunity to explain the situation and their actions
- Employee will be given a description of the acceptable behaviour/action
- Employee will be provided with a copy of the written warning; a second copy will be placed in the individual's personal file
- Employee will sign the document as proof that they have read and received it
- It will be explained to the employee that future disciplinary problems will be addressed with further progressive disciplinary actions up to and including termination

The College

Employee will be given a written warning regarding their failure to register and/or renew with the College of Early Childhood Educators within an acceptable timeline outlined in the verbal warning.

Suspension and Termination

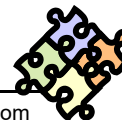
Within this policy "Termination" includes both voluntary and involuntary termination. All employees being terminated involuntarily shall receive a record of employment stating the reason for termination such as but not limited to just cause, causes beyond the individual's control, funding cutbacks, rescheduling, restructuring or unanticipated closing of the Programme.

Voluntary Termination (Resignation)

All employees and volunteers are respectfully required to provide at least (2) weeks advance notice of termination to the Executive Director. In addition, a letter of resignation indicating the reason for termination is respectfully requested.

Suspensions

An employee may be suspended with or without pay where it is found he/she has committed a serious or repeated violation(s) of the Programme's policies, including but not limited to: repetitive lateness or absences with no reasonable explanation, an incident of verbal abuse to co-workers, families or children, disregard for policies, procedures, and standards, suspended registration with the College of Early Childhood Educators.



The Procedure:

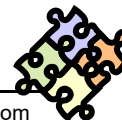
- Employee will be given written documentation regarding the suspension in relation to the unacceptable behaviour or action, based either on the fact that the behaviour or action had been discussed in a previous verbal or written warning(s), or that the behaviour or action was such as to warrant more than a warning
- The documentation will include information on the offence and the length of the term of suspension and why the employee was suspended
- Employee will be given an explanation of when and how the behaviour or action took place. This will include the reason as to why the behaviour or action was deemed unacceptable
- Employee will be given a description of the expected acceptable behaviour or actions
- Employee will be provided with a copy of the suspension; a second copy will be placed in the individual's personal file
- Employee will sign the document as proof that he/she has read and received it
- It will be explained to the employee that future disciplinary problems will be addressed with further progressive disciplinary actions up to and including termination

Involuntary Termination (Dismissal)

An employee's employment may be terminated for cause where a serious breach of policy or procedure has occurred, or when the use of discipline has failed to correct the behaviour or action. Some examples of serious breaches include, but are not limited to: physical or sexual assault, theft, insubordination, repeated disciplinary actions without satisfactory correction/improvement, failure to register and/or loss of registration with the College of Early Childhood Educators.

The Procedure:

- Employee will be given written documentation regarding their termination and the unacceptable behaviour or action leading to and justifying the termination
- Documentation will include information on the offence and previous progressive disciplinary communication with the employee
- Employee will be given a description of when and how the unacceptable behaviour or action took place. This will include the reason(s) why the behaviour or action was deemed unacceptable
- Employee will be given a description of the expected acceptable behaviour or actions
- Employee will be provided with a copy of the termination notice; a second copy will be retained in the individual's personal file
- Employee may be asked to leave the school grounds immediately upon being given notice of termination
- The College of Early Childhood Educators require employers to complete a mandatory report of RECE's who have been terminated if due to misconduct



0.8 CONFLICT OF INTEREST POLICY

Policy Statement:

St. George's School Age Child Care Programme's staff is obligated to always act in the best interest of the organization. This obligation requires that any employee, in the performance of Programme duties, seek only the progression of the Programme goals.

Procedure:

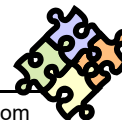
A "Conflict of Interest" occurs when an employee engages in an activity that conflicts with the interest of the Programme and results in compromising the employee's ability to effectively perform the individual's job. Additionally, the perception that a conflict of interest does or may exist can be considered a conflict of interest where it affects a parent's view of the employee's ability to do the individual's job.

- All employees working for the Programme are expected to conduct themselves with personal integrity, ethics, honesty, and diligence in performing their duties
- Professional employees should avoid placing themselves in situations where their personal interests actually or potentially conflict with the interests of the of the Programme or interfere with their responsibilities to the Programme, or where the appearance of such a conflict could objectively be perceived
- Professional employees must not engage in outside relationships with the clients that might impede, interfere, or compromise the integrity of the decisions they made as educators working with the children
- Professional employees must not accept any private or additional payment for services that could reasonably be expected to be provided as a part of normal employment
- Professional employees must manage private relationships in a way that does not adversely impact on the work or reputation of the Programme or create an apparent or real conflict of interest
- Professional employees must refrain from using their position with the Programme to pursue private interests to gain private benefit for themselves or others
- Professional employees must ensure that personal and financial interests do not conflict with their duty to the organization and their responsibility to the College and the profession

0.9 LATE PICK UP FEE

Policy Statement:

It is the policy of St. George's School Age Child Care Programme to ensure the safe care of children at all times while they are at the Programme, including times which are beyond regular hours of operation as a result of late pick up. The Programme reserves the right to charge for late pick up of children.



Procedure:

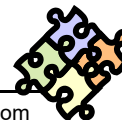
In the event that a parent/guardian is late to pick up their children from the Programme the following procedures will take place:

- Parents will be charged \$1 for each minute that your child remains at the Programme after closure of the Programme. Hours of operations are posted and communicate to the parents/guardians via the parent handbook and regular newsletters and posted reminders. Hours will vary depending upon whether the Programme is providing typical before and after school coverage or during winter/March Break program or for a PA Day coverage. For example, if a child is picked up at 6:05 p.m. a \$5.00 late fee will be applied, if the Programme closure for that day is 6:00 p.m. Similarly, if a child is picked up 15 minutes late, for example at 5:45 p.m., a \$15 late fee will be applied if the Programme closes at 5:30 p.m., that day
- Minutes late are counted regardless of the number of children picked up late from the Programme or the number of children still at the Programme when your child(ren) is(are) picked up
- Due to our centre and lease agreement ending at 5:30 p.m., on PA days and special breaks, and 6:00 p.m., on regular before and after school coverage, if parents or authorized contacts cannot be reached within the hour, staff are obligated to call Children's Aid Society after one hour has passed
- A Late Fee Form will be filled out by staff each time that a child is picked up late. This Late Fee receipt will indicate the child's name and the total minutes that the child remained at the Programme after closure
- Late Fees may be paid immediately by the parent/guardian directly to the staff member staying late, the fees are to be paid by cash, cheque or interac e-transfer (payable to the staff member)
- Payment of the Late Fees must be received within two business days from the date of late pickup. The same rules apply to these fees as do the regular Programme fee payment policies. Failure to pay these fees may jeopardize your place in the Programme
- This is a "no exceptions" policy. Warnings will not be issued. Late pick-up fee minutes will be counted by the time shown on the clock located in the gymnasium
- Chronic late pickups will be subject to review by both the Programme's Executive Director and elevated to the Programme's Board of Directors which could result in removal from the Programme

O.10 ABSENCE FROM CARE

Refunds for child care fees will not be processed for the following; missed days, vacation days, sick days or inclement weather closures. As the monthly fees reflect the operating cost which includes, PA days, March Break, and Holiday break.

For emergency closures please refer to O.13 – Emergency Closure Policy



0.11 WITHDRAWAL POLICY

Withdrawal of a Child from the Programme during the 10-month contract:

Upon registration, families are required to sign off and acknowledge that enrollment in the Programme is a 10-month commitment. In the event of an emergency or extenuating circumstance, a family wishing to permanently withdraw their child from the Programme shall follow the procedure outlined below.

Procedure:

- Parent(s) must provide, in advance, one full calendar month written notice of permanent withdrawal to be dated at the first of the month for the next month. If the notice is not received, full Programme fees will be charged for the next month.
- A permanent space cannot be guaranteed if you wish to temporarily withdraw your child
- If you do withdraw your child, you must follow the Application Procedure if you wish to re-enroll.
- Please tell your child and our staff in advance of their last day, providing the opportunity to say good-bye to their Programme friends and teachers so that the transition can be a positive experience for your child, their Programme friends and teachers, and your family.

0.12 TRAVEL POLICY

Purpose:

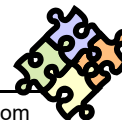
The primary concern for staff is to maintain and support the health and well-being of children, as well as themselves and families.

Illness:

Infection diseases are caused by pathogens and/or microorganisms such as, but not limited to bacteria, parasites, fungi or viruses. These diseases can spread from person to person resulting in an illness or an outbreak in the communities (Public Health Ontario, 2020).

Policy:

Travel Health Notices inform travellers about current health issues that can impact a traveler's health such as disease outbreaks and natural disasters. If you and/or your family has traveled to an area that was warned/given notices about a communicable disease/pandemic influenza, please take the necessary precaution once you have returned according to the specific disease/virus. Please do not admit your child(ren) back into Programme without taking the precautionary procedure emplaced but not limited to the Public Health Agency of Canada, Toronto Public Health, Government of Canada, Health Canada, Infection Prevention and Control, and the World Health Organization.



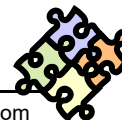
If you and/or your family has returned from an area with widespread, ongoing community spread (Travel Health Notice Countries), practice social distancing, and stay home for the allocated time that is advised.

0.13 EMERGENCY CLOSURE POLICY

In the event that St. George's School Age Child Care Programme will need to close the center due to unforeseen circumstances/emergency condition the staff/Programme will call and/or email Parents for an early pick up. If primary contacts are unable to respond, we will contact the Emergency Contacts on the child's registration package.

Due to unforeseen occurrences, St. George's School Age Child Care Programme may be required to close for health and safety reasons (i.e., fire, flood, loss of power, communicable disease outbreak, etc.) Programme may be instructed to close or evacuate by regulatory bodies such as the Public Health, Ministry of Education, Toronto District School Board, or the Local Fire or Police Department.

If St. George's School Age Child Care Programme is required to close for more than a month, fees will be refunded based on the applicable closure time and with the approval of the Board based on the situation. Any closure due to unforeseen circumstances are to be reviewed by the Board with the Executive director on a case-by-case basis. Refunds will be reflected on the Tax Receipt for that year.



MINISTERIAL POLICIES

POLICY NO.	REVISION DATE
Ministerial (M) – M.1-M.28	July 1 2026

M.1 CHILD ABUSE

Policy Statement:

St. George's School Age Child Care Programme is committed to taking a pro-active position regarding the prevention of child abuse through:

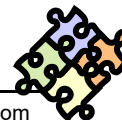
- Ongoing observation of the children in our care
- Professional education with respect to early identification, effective response and adherence to legal obligations, including reporting
- Concurrent developments in legislation and relevant issues
- Communication and support of the child and family
- Working with other community service providers

Procedure:

The Executive Director and/or Program Coordinator shall ensure that all staff are familiar with the Child and Family Services Act in reporting cases of suspected child abuse.

Legal Requirements:

1. According to the Child and Family Services Act a child is defined as a person from birth until their 16th birthday.
2. In accordance to the Child and Family Services Act, it is the responsibility of every person in Ontario, including a person who performs professional or official duties with respect to children, to immediately report to a Children's Aid Society if s/he suspects that child abuse has occurred or if a child is at risk of abuse. This includes any operator or employee of a day nursery. An individual's responsibility to report cannot be delegated to anyone else.
3. It is an offence under the Child and Family Services Act for a professional to contravene one's reporting responsibilities. The penalty imposed emphasizes that a child's safety must take precedence over all other concerns.
4. The duty to report suspicions of child abuse overrides the provisions of confidentiality in any other statute, specifically those provisions that would otherwise prohibit disclosure by a professional or official.
5. 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..."



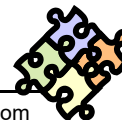
Reporting Procedures:

Staff Responsibilities:

1. Any staff, students or volunteer who suspects that a child has been abused or is at risk for abuse should immediately call Children's Aid Society (CAS). The person who suspects the abuse must be the same person to call CAS – do not ask anyone else to make the report for you. Do not discuss your suspicions with anyone else until you have spoken with a Children's Aid Worker. The Director's role is to support you in making the call and subsequent report.
2. If necessary, access immediate medical attention if the child has sustained injuries. Where injuries have been suspected to have been caused by a child abuse, do not inform the parent of the intention to access medical care for the child, until you have spoken with a Children's Aid worker and have been directed to do so.
3. If there are any concerns or doubts regarding making a report of suspected abuse, the staff student or volunteer will be encouraged by the Director to consult with a worker from Children's Aid Society. If the allegation is against another child in the centre, the Director will consult with a Children's Aid worker as to how to best protect, supervise and support both the alleged victim and abuser, and other children.
4. The staff who is reporting must write and sign a preliminary report (Serious Occurrence Initial Notification Report) as provided by Ministry of Education, before leaving the premises. The report must follow the reporting procedures outlined in the Serious Occurrence Policy. No child or staff names, initials, and age or birth dates of child or age groups of children are to be used.
5. It is the responsibility of the person who suspects child abuse to follow through on the report to the Children's Aid Society, and the Director will provide support and direction throughout the process. When making the report, give your name, the school's name, your position and phone number to the Children's Aid worker.
6. No staff, student or volunteer or will advised someone not to report suspicions of children abuse, or to try to stop the person from reporting or consulting with a Children's Aid Society. There will be no sanctions or reprimands for anyone who consults/reports suspicions of child abuse. However, disciplinary action will result if there is an attempt to stop someone from following through on the legal duty to report.
7. If a staff, student or volunteer has any further suspicions of abuse or new information with respect to a child s/he must immediately make another report to the appropriate Children's Aid Society, regardless of any previous reports.
8. Information considered confidential cannot be kept in confidence if it is related to a suspicion of child abuse – all staff, students and volunteers must follow through on the legal duty to report.

Executive Director's Responsibilities:

1. The Director shall provide full support to any staff member for reporting the case to the Children's Aid Society.
2. The Director shall not discuss the staff member's observations with the parents or attempt to obtain additional evidence through discussions with the parent or other staff members. These tasks are the responsibility of the Children's Aid workers who investigate cases of possible child abuse.



3. If the Director has been notified of any suspected abuse, he/she shall immediately report the person's observations, as well as their own, to the Children's Aid Society.
4. Interpretation of this information should be left to the Children's Aid investigation. Concurrent with the report to the C.A.S., the staff member shall document her/his involvement in memorandum form.

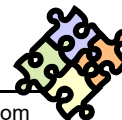
Possible Abuse of a Child by a Staff Member:

Staff Responsibilities:

1. If a staff/student/volunteer/parent suspects another caregiver in the Programme of abusing a child(ren) in care, s/he should inform the Executive Director of the intention to call a Children's Aid Society. If the allegations are made by a parent, inform the parent of their duty to report to a Children's Aid Society, and the Executive Director's obligation to also speak with a child protection worker. The staff person with whom the parent spoke will immediately inform the Executive Director of the parent's allegation. If the staff person suspected of abuse is the Executive Director, then the President of the Board should be informed.
2. The Programme staff making the allegation will follow the reporting procedure outlined above and will complete the necessary documentations.
3. The person suspected of abuse will not be told by anyone about the suspicion, the intention to report or that a report has been made until after the Executive Director has consulted with a Children's Aid worker for direction.

Executive Director Responsibilities:

1. The Executive Director will consult with a child protection worker as to what, if anything, should be done to protect a child(ren) at the Programme from further contact from the alleged abuser.
2. The Executive Director will **report the Serious Occurrence (if alleged was observed from a staff) within 24 hours through the Child Care Licensing System (CCLS)** and post the "Notification for Parents Form" generated by the Child Care Licensing System on the Parent Information Board beside the Licensing Summary Chart for 10 business days (exceptions in the case of allegations of abuse or unverified complaints which will be posted at the completion of follow up/investigation).
3. The Executive Director will immediately notify the President of the Board of Directors who in consultation with the Executive Director, Children's Aid Society and legal counsel will determine what action, if any, will be taken with respect to the suspected person's job responsibilities.
4. The operator will immediately contact the Programme's insurance company when abuse by a staff member is suspected.
5. The Executive Director will meet with the suspected person to discuss any procedures for a change in duties, responsibilities etc. The Director will follow up with a written confirmation of any decisions and the reasons for such, a copy of which is given to the suspected person, and a copy retained on file.



Documentation:

In the event that a Programme staff suspects child abuse, a “Suspected Child Abuse Reporting Form” will be completed as soon as possible in the individual’s handwriting, using a pen only. If applicable, this includes circling bruises/injuries on the body chart attached to the reporting form. Document only the facts – do not include your feelings regarding the incident, or personal thoughts about what might have happened.

1. Include the name(s) and phone number(s) of the individual you spoke with at a Children’s Aid Society and/or police service and any direction you were given
2. **Do not make a rough copy and then rewrite in good** – the original recording of the facts is your documentation. If you make a mistake, **do not white-out**- cross out and initial any errors and then continue
3. Sign and date the form
4. This form is to be completed every time a staff has a reason to suspect that child abuse has occurred
5. All documentation is to be forwarded to the Executive Director to be kept in a secure cabinet separate from the child’s general file

Discussing the Situation with a Parent/Caregiver

A Programme staff who suspects abuse will **not** tell a parent/caregiver or child about the suspicion, the intention to report or that a report has been made until **after** consultation with Children’s Aid Society and confirmation that it would be appropriate to tell. Discussing any suspicions of child abuse with a Parent/Caregiver/child before consulting Children’s Aid worker could jeopardize the child or contaminate the investigation.

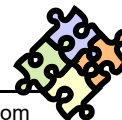
In situations where the cause of the child’s injuries, the name of the child’s disclosure, or behaviours observed are not clear, consult with a Children’s Aid worker before speaking to the child/parent to discuss the appropriateness of clarifying a situation and to obtain direction. If it is appropriate to clarify any information should be done in a non-threatening casual way. For example, asking a child “How did you get that bruise?” or asking a parent “Sharon said that you and she are going on a trip, where to?”

1. Use an interested and concerned tone of voice
2. Avoid accusatory questions, or statements
3. Ask what happened, and how it happened, rather than why
4. Ask open-ended questions

If someone other than the Parent/Caregiver is the suspected abuser, consult with Children’s Aid as to who should notify the child’s parent/caregiver. If it is decided that it is appropriate for the staff, emphasize to the parent both the concern for the child and the legal obligation to report suspicions of child abuse.

What to Report to a Children’s Aid Society

- Suspicion of child abuse must be reported immediately to a Children’s Aid Society. If the child’s religious affiliation is known, the report can be made directly to the society of the appropriate religious affiliation (Children’s Aid Society, Catholic Children’s Aid Society, Jewish Family and Child Service, Native Child and Family Services)



- The telephone numbers of Children's Aid Societies can be made any day, at any hour. However, if reporting after regular business hours, you will be required to leave a message, included in the message is: **your name, return telephone number, and indicate if the call is urgent.** You must wait for a return call from an after-hours protection worker. Leaving a message with an answering machine **is not** considered a report – you must speak directly to a Protection Worker. If the staff think the child(ren) is in immediate danger, do not wait to be called back – phone the police.
- The Programme staff reporting to Children's Aid may not have access to all the information listed below. If this is the case, **do not conduct an investigation to search it out.** Remember, it is imperative that the staff report the information to a Children's Aid Society as soon as possible.
- The following is a list of information, if known, that the staff should be prepared to provide the Children's Aid Society in making a report of child abuse
 1. Identifying information (e.g., name and address of child, primary caregiver, the child's religion)
 2. Current whereabouts of the child/family
 3. Present physical/emotional condition of the child
 4. Any special vulnerabilities, medical conditions, communication issues
 5. The name of the Programme

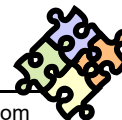
Information to Consider when making a report to Children's Aid Society:

Circumstances which Prompted the Report:

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

Information about the Child's Family and the Alleged Offender:

- Parents: names, date of birth, addresses, telephone numbers, places of work
- Alleged offender: name: date of birth, the alleged offender's relationship to the child (if not the parent) address, phone number, and place of work
- Current whereabouts of the alleged offender
- Does the offender have access to the child, siblings or other children?
- What is the parent's awareness of the suspected abuse and the child's disclosure?
- Are there any cultural considerations?
- The name of the child's family members with respect to mental health, physical illness, substance abuse, weapons/violence?
- Names and addresses of extended family members and others who could be supportive to the child and family
- Who else has direct knowledge of the incident being reported?
- Who else may have observed the child/other incidents?
- Who else knows this family well?
- What other professionals/agencies may be involved with the child/family?

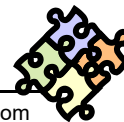


Investigation conducted at the Programme from Police/Child's Aid Society Procedure:

1. If the authorities have told any Programme Staff of the intention to come to the school, the Executive Director is to be notified immediately.
2. The Executive Director will arrange for an appropriate private location for the interview to be conducted when the authorities arrive, the Executive Director will ask for identification upon their arrival.
3. If a Children's Aid worker arrives unannounced, the Director will ask for identification and call their respective offices to confirm s/he is a representative of a child protection service.
4. The police/protection worker may determine that it would be in the best interest of the child to conduct an interview without prior knowledge of, and without the child's parent's present. All staff involved must respect this decision, and not speak to the parent until further notice.
5. The Director will prearrange with the investigative team, if a support person from the Programme can be present when the child is being interviewed. Any support person who agrees to attend the interview will be reminded by the Director, that s/he may be required to attend and testify in court proceedings related to the case.
6. If, after interviewing a child, the investigative team feels it is necessary to apprehend the child, the Programme staff will cooperate. The Director will clarify with the investigative team who will be responsible for contacting the parent(s).
7. The Director will document the names of the investigate team, the date, time, how long the authorities were at the Programme, and any relevant outcome. The documentation will be kept in a secure location, separate from the child's general files.

Investigative Telephone Inquiry conducted at the Programme from Police/Children's Aid Society Procedure:

1. Ask the person on the telephone for the individual's full name, telephone number and the name of the agency that s/he represents.
2. In order to ensure that the person calling is a child protection worker, the staff member will inform the person calling that s/he will be called back immediately.
3. A staff member may answer questions posed by a child protection worker/police officer and provide information over the telephone **as long as the information is related to suspicions of child abuse and the protection of the child.**
4. The staff member is to immediately inform the Executive Director of any telephone conversations that have occurred between the staff member and a child protection worker/officer.
5. The staff member will document the telephone call, including date, time and length of call, and the name of the child protection worker/officer. All documentation is to be forwarded to the Executive Director to be kept in a secure location separate from the child's file.



Further Consultation with a Children's Aid Society

Further contact with a Children's Aid Society may be initiated by a Programme staff in the following circumstances:

1. A worker has not responded to the individual's initial call/message
2. The individual believes that the concerns reported on behalf of the child have not been fully understood by the worker, and a second opinion from the executive Director at the Children's Aid Society is desired.
3. Any further suspicions of abuse have occurred
4. Changes in the family situation or that of the alleged abuser are discovered
5. The child or alleged abuser transfer out of the Programme
6. The Child does not return to the Programme when expected

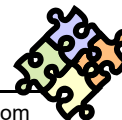
Toronto Children Services – 416-924-4640

Catholic Children Services – 416-393-1500

Jewish Children Services – 416-638-7800

Native Children Services – 416-969-8510

The Executive Director will be notified each time a staff contacts a Children's Aid Society. The person who contacts Children's Aid again is responsible to complete the documentation.



SUSPECTED CHILD ABUSE REPORTING FORM

Name of the Child: _____ Date and time of Observation: _____

Describe fully the incident, situation, statement, or behavioural and/or physical indicators of abuse including dates and times. Be specific and describe, using the child's words, the interaction between the child and the person to whom the child disclosed.

Describe fully the physical condition of the child, including injuries, burns, welts, and/or signs of illness. Where appropriate, circle bruises or other injuries on the attached Body Chart.

Describe fully the emotional condition of the child, including behavioural problems, and the child's response upon disclosure. Are there any noticeable changes in the child's behaviour patterns?

If known, describe the risks of further abuse to the child, including the access of the alleged abuser to the child.

Describe fully, the action taken on behalf of the child, including any advice/instructions from a Children's Aid Society.

Date and time reported to Children's Aid Society:

Outcome of call:

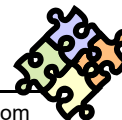
Employee's Name: _____

Employee signature: _____

Phone Number: _____

Date and Time Documentation Completed: _____

Executive Director's Signature: _____



M.2 INCLUSION

Policy Statement:

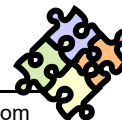
St. George's School Age Child Care Programme acknowledges that all children have the right for opportunities to learn and explore, along with adhering to the expectations for the children with extra special needs.

St. George's SACCP is committed to an inclusive child care system that promotes positive and healthy environments for all children. Children have the right to be cared for in environments within their community where their needs can be met and they can develop to their fullest potential. We also support the six elements of inclusion which have been defined by Special Link, the National Centre for Child Care Inclusion. These are the following:

- **Zero Reject** – no child is excluded on the basis of level of type of disability.
- **Natural Proportion** – programs include children with disabilities in approximate proportion to their presence in the population.
- **Full Participation** – activities and routines are modified and adapted to include all children.
- **Same Range of Program Options** – Parents of children with disabilities have the same options that other parents have (e.g., full day, part time, flexible hours)
- **Pro-Action for community Inclusion** – staff and parents promote inclusion in the whole community.

Procedure:

- Staff who have access to confidential information about children and families, will keep this information strictly confidential.
- Staff will obtain parental consent before sharing information about a child with outside agencies or school staff.
- Documentation of a parent's consent to share information will be kept in the child's file
- Staff will work collaboratively with parents and community support to meet the needs of all children.
- With consent from the parent, St. George's SACCP will request special support from Special Services Resourcing for children with extra support needs
- Staff will adapt the environment and routines as necessary to meet the needs of the children enrolled.
- The Programme will accommodate the individual support plan of each child with special needs. Individual Support Plan will be developed in consultation with a parent, the child, (if appropriate) and any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan.
- The ED will ensure that an up-to-date individual support plan is in place for each child with special needs and that the plan includes instructions relating to the child's use of the supports or aids or, is necessary, the child's use of or interactions with the adapted or modified environment.



- St. George's SACCP supports children progressing with their same age/peer group, regardless of extra support needs. During their progression, every attempt will be made to support the child through a collaborative plan developed by the Program staff, parents and support agencies.
- Children with extra support needs will be provided with supports when transitioning to a new age group.

Admission/Withdrawal

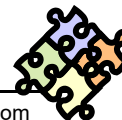
- Prior to admission, the ED and parents will discuss all aspects of the daily program. These discussions will help determine if the program meets the needs of the family, and if the adaptations, physical accommodations, feeding protocols, positioning or specialized equipment will be required.
- If it is determined that St. George's SACCP is currently unable to accommodate the extra support needs of the child, the ED will assist the family with referrals to other child care programs or to Special Services Resourcing for assistance in locating an appropriate placement until such time that they can be accommodated at the centre.
- Families whose children are in receipt therapy treatments such as IBI/OT are informed that these treatments may be conducted at the centre under the supervision of St. George's SACCP staff.
- Once enrolled, St. George's staff will work with the family and support services to ensure that a child's extra support needs are met. However, when all possible avenues have been exhausted, including documented meetings, notification/involvement of TCS consultant, referral to other services it may be determined that the program is unable to meet the needs of the child and placement is not able to continue. This decision will be made in collaboration with the parents, the ED and may involve the Children Services Consultant and Special Needs Resourcing Services.

M.3 SERIOUS OCCURENCE POLICY

Policy Statement:

St. George's School Age Child Care Programme strives to ensure that the safety of the children is of utmost importance as outlined in the Child Care and Early Years Act, 2014 strives to:

- 1) Define what is meant by a Serious Occurrence.
- 2) Outline procedures of responding to the Serious Occurrence to minimize the risk of the children.
- 3) Establish consistent reporting procedures to ensure that the Ministry of Education and Board of Directors are informed of the Serious Occurrence within 24 hours of its occurrence.
- 4) Provide documentation of the Serious Occurrence so that the Executive Director and Board of Directors can identify any systemic patterns in order to prevent future risk factors.
- 5) Maintain an Annual Summary and Analysis Report of Serious Occurrences that is reported to the Ministry noting any patterns that require follow- up or additional steps to complete.
- 6) Recognize the need for further training and development as required.



Procedure:

A Serious Occurrence, as defined by the Child Care and Early Years Act, 2014 (38 (1) as follows:

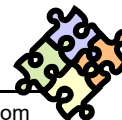
- The death of a child while participating in our Programme
- Any abuse, neglect or allegation of abuse or neglect of a child while participating at St. George's School Age Child Care Programme and witnesses by a parent, other child or outsider. This includes all allegations and accusations of abuse or mistreatment of clients against staff, students and/or volunteers
- A life-threatening injury or a life-threatening illness of a child who receives is in care at St. George's SACCP
- Any situation where a child is missing or is temporarily unsupervised or
- An unplanned disruption of the normal operation of the Programme that poses a risk to the health, safety or well-being of children receiving care

In the Event of a Serious Occurrence the Following Procedure will be Used:

The Executive Director/ designate person will immediately provide necessary medical emergency attention and take steps to ensure any continuing risks to the person's /people's health and safety are addressed. The Executive Director/designate will then:

- Immediately seek emergency medical attention by calling 911 as required
- Contact the parent/guardian should they be required to attend immediately unless the person to be notified is alleged to have abused the child
- Ensure all persons having knowledge of the incident remain at the site until excused and will take full information about the occurrence from these people (in written, signed and dated statements)
- Inform additional authorities as required (Police, Children's Aid) in cases involving death, the Coroner must be notified immediately
- Ensure the Director/designated person write and signs a preliminary report (Serious Occurrence Initial Notification Report) as provided by Ministry of Education, before leaving the premises
- Ensure the Director/designated person enters the information about the Serious Occurrence using the CCL System and posts the "Notification for Parents Form" generated by the Childcare Licensing System on the Parent Information Board beside the Licensing Summary Chart for 10 business days. No child or staff names, initials, and age or birth dates of child or age groups of children are to be used.
- An e-mail to the Program advisor is required to ensure proper communication about the Serious Occurrence
- Inform the Board of Directors of the Serious Occurrence

Serious Occurrence need to be reported within 24 hours through the Child Care Licensing System (CCLS). If the individual cannot access the CCLS, they must notify the Program Advisor, Child Care Quality Assurance and Licensing at **416-325-0674** or e-mail at childcare_ontario@ontario.ca. *Child Care Serious Occurrence Report* form must be filled out on line using the CCLS system.



Completing the Report

When completing this report identify **people involved with their first and last initial only**. This report must include the following:

- A description of the occurrence
- Clients' allegation (if applicable)
- Date, time and place where it occurred
- Reporting time
- Reason for the occurrence (if known)
- People involved
- Any action taken
- Current status
- Parties notified (parents, CAS, police)
- Further action recommended
- Assess the occurrence and document what action will be taken to prevent such occurrences in future
- Comply with any further necessary action as determined by Ministry of Education and City of Toronto and by the Executive Director

Where abuse by a staff member, student or volunteer is alleged the operator of St. George's School Age Child Care Programme and child protection agency should be contacted immediately. If the suspected abuse was said to have occurred while the child was in the care of St. George's School Age Child Care Programme, a Serious Occurrence report must be completed and submitted following the above procedure.

If abuse by a staff member is suspected the Board Members, as well as the Executive Director, the child protection agency and possibly legal counsel, will determine if the staff member should be suspended pending further investigation. This decision should be reported to the appropriate person at City of Toronto, Ministry of Education.

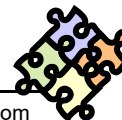
Summary and Analysis

An Annual Summary and Analysis of all Serious Occurrences is to be provided to the City of Toronto and Ministry of Education. This report must be completed in full at the end of the year by the time of Licensing inspection/renewal period.

The report should include an analysis of the summary of serious occurrences which have been submitted.

The Ministry will analyze the annual reports to identify and patterns related to an individual child care Programme or group of child care Programme's which might suggest a need for training support or policy modifications.

Even if the Programme did not report any serious occurrences during the year it must submit the Annual Summary and Analysis form indicating that there were no Serious Occurrence Incidents.



Serious Occurrence Notification and Follow – Up:

- The Executive director must ensure that the information posted in the Serious Occurrence Notification Form protects personal information and privacy. (No child or staff names, initials, and age or birth date of child or age groupings are to be used on the form).
- The “Notification for Parent’s Form” generated by the CCL system will be posted on the Parent Information Board, next to the Licensing Summary Report for a minimum of 10 business days.
- The Serious Occurrence Notification Form will be updated as the Executive Director takes additional actions or investigations are completed.
- The Serious Occurrence Notification Form will remain posted for a minimum of 10 business days. If the form is updated with additional information, it will remain posted for an additional 10 days from the date of the update.
- Serious Occurrence Notification Forms will be retained for 3 years from the date of the occurrence and will be made available to current and prospective parents, licensing and municipal children’s services staff upon request.

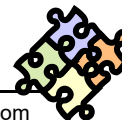
Allegation of Abuse:

Serious Occurrence Notification Forms pertaining to allegations of abuse are posted for 10 days the form should provide clear, concise information for the parents. The description section should include information about whether CAS has conducted an investigation into the report, and identify that the Ministry conducted an investigation into compliance with related licensing requirements.

The form will identify whether:

- CAS verified or did not verify the allegation:
- The Executive Director has taken action on any other directives given by CAS, if applicable;
- The Executive Director has addressed any associated licensing non-compliances identified by the Ministry, if applicable.

SERIOUS OCCURRENCE STEPS & RESPONSIBILITIES SUMMARY	
1. Immediate Actions	• Health & safety of children addressed; • Ensure notification of coroner for any death, police/CAS as applicable, and family/others as appropriate • Centre Serious Occurrence inquiry conducted
2. Within 24 Hours	• Fill out Child Care Serious Occurrence Report using CCLS • Complete and Post the “Notification for Parents Form” generated by the CCL and post additional information for 10 business days. • <u>Notify Program Advisor, Child Care Quality Assurance and Licensing at 416-325-0667 or e-mail at Jodie.Marsen@ontario.ca</u> •



3. Annually	• Annual Summary & Analysis Report submitted to City of Toronto and Ministry within approved timeline; • Where requested, follow-up actions outcome report submitted to Ministry
4. Ongoing	• Ongoing monitoring of SO related issues/trends by the centre and Ministry contacts; conducting follow-up actions in a timely manner

M.3.1 MISSING CHILD PROCEDURES

Purpose:

To implement missing child procedures that define when a child is considered missing and set out roles and responsibilities for relevant individuals.

Procedure:

St. George's School Age Child Care Programme will conduct a missing child drill once every three months and a written record is kept of all missing child drills and each record is kept for at least 12 months from the date of the drill. O. Reg. 197/26, s.18.

Steps to take for when a child is considered missing;

- A child is considered missing when a staff has completed a head count and cannot confirm the whereabouts of the child and no other staff is able to locate them on the premises, after they have considered present in the child care centre.
- The staff who is reporting a missing child need to notify the Executive Director and/or Assistant Director immediately.
- When none of the staff can confirm a child's whereabouts, to call emergency services such as 911 and then contact parents/guardians after the calling emergency services.

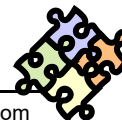
M.4 FIRE SAFETY AND EMERGENCY

Policy Statement:

St. George's School Age Child Care Programme is committed to protecting and promoting the safety and wellbeing of the children and staff. Emergency procedures are maintained and reviewed on a regular basis.

Purpose:

To promote the life safety for the children and staff.



Outline:

Everything listed below will be posted in all areas where children are cared for as well as the other building areas:

- A) General Procedures
- B) Duties & Responsibilities of Supervisory Staff
- C) Fire Drills
- D) Fire Drills Procedures
- E) Emergency Shelter
- F) Maintenance of Fire Safety Systems
- G) Schematic Diagram
- H) Fire Safety Drills

A) General Procedures

If you Discover a Fire:

- 1. Leave the fire area immediately
- 2. Closed doors
- 3. Sound fire alarm
- 4. Leave the building via nearest door/exit as outlined on the Fire Exit Plan
- 5. Report any unsafe or hazardous condition to the Executive Director, Assistant Director or designate.

Caution:

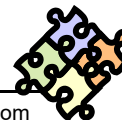
→ If smoke is heavy in the corridor, it may be safer to stay in your area. Close door and attempt to seek all openings and cracks.

→ If you encounter smoke use the alternative exit.

If you Hear the Alarm:

1) Staff Responsibilities:

- 1. Stop what you are doing.
- 2. Ensure all children in your care are guided and assisted to safely leave the building using the closest exit. Do not stop to get personal items.
- 3. Conduct attendance taking procedure by taking head counts.
- 4. Take attendance, emergency medication, emergency bag, Programme cell phone and walkie talkies.
- 5. If there is only one staff with the group, that staff will scan the room and close the door before leading the group out.



6. Staff must be positioned at the front of the group to guide the children to the safe meeting place. The second staff will be positioned at the back of the group.
7. Conduct attendance roll call and head counts at the safe meeting area.
8. Raise the green attendance indicator if all children and adults are accounted for. Raise the red attendance indicator if someone is missing.

2) Children Who Require Assistance:

1. Children who require assistance will be assigned a designate staff to provide assistance.
2. All children, including children who have differing needs will exit with the group to ensure safe exit for the entire group.
3. Staff will notify the Executive Director or Assistant Director about any issues that impact the safe exit of the building.

3) Executive Director, Assistant Director or Designate Responsibilities

1. Make final searches of each classroom, hallways and washrooms.
2. Take all emergency medications and emergency bag, including emergency contact information located in the office.
3. Assist with the exit of the children as needed to the safe location.
4. Check in with all room staff and document the number of children in each group and confirm that it matches the attendance.
5. Report attendances and emergency information to the Fire Department Officer as required.

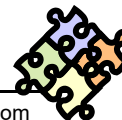
B) Duties and Responsibilities of Executive Director or Assistant Executive Director:

1. Conduct monthly fire drills
2. Appoint a designate during absence
3. Ensure that all fire hazards are reported to the Board of Directors and provide an action plan to correct the deficiency
4. Train all staff, volunteers and co-operative students in their responsibilities in carrying out the provisions of the Fire Safety and Emergency Plan
5. Provide orientation to new staff, volunteers and co-operative students before commencing their duties.
6. Ensure that the approved Fire Safety Plan is up to date and posted in all rooms of the Programme setting.

C) Fire Drills

1. Fire drills are to be conducted at least once a month and as often as necessary to ensure that all staff and children are familiar with the procedures.
2. Fire drills are to be conducted in the same manner as if there were a fire.
3. All staff and children shall participate in the drills
4. Fire drills, fire inspections and tests are to be recorded and kept for a minimum of two years and are available to the Chief Fire Official upon request.

D) Fire Drill Procedures (Exit Plan – See Schematic Diagram)

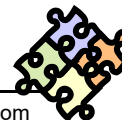


Location	Primary Exit	Assembly Area	Alternate Exit	Assembly Area
Gymnasium	2A	Baseball Diamond	2	Baseball Diamond
Resource Centre/ Library	2	Baseball Diamond	1	Baseball Diamond
Room 3	4	Baseball Diamond	5	Baseball Diamond
Room 7	5B	Baseball Diamond	4	Baseball Diamond
Room 6	5A	Baseball Diamond	5	Baseball Diamond
Room 11	4	Baseball Diamond	1	Baseball Diamond
Room 1	1	Baseball Diamond	4	Baseball Diamond

1. Exit locations are posted in all rooms.
2. A Fire Safety Plan Manual for St. George's Junior School is on display in the Resource Centre/Library, rooms 11, 3 and 7.
3. Both regular and alternate exit routes are to be used in order to familiarize the children and staff with all possible exit.

Fire Procedure:

1. When the fire alarm sounds, staff ask the children to stop what they are doing and to immediately line up at the exit door as designated by the Exit Locations and the Fire Exit Plan.
2. Staff should check the door to make sure that there is no heat before proceeding to the hallway.
3. Scan the play room, cubby area and washroom area where applicable to make sure that all children are accounted for.
4. Do a head count and check with the attendance to make sure that all children are present.
5. The children are to walk without unnecessary noise and listen carefully for any changes in instructions.
6. Whenever smoke is present, the children are guided to crouch or crawl from the building.
7. The group must meet at the Assembly Area as designated in the Exit Locations Chart and the Fire Exit Plan.
8. The staff must take attendance by conducting a roll call and do a head count to ensure that all children are present.
9. Staff raise the coloured card as follows: GREEN – all children are present, RED – person is missing.
10. The children and staff are to remain together at their designated outside location until the all-clear signal is given.
11. If conditions are unsafe to re-enter the school, proceed to the Emergency Shelter.



E) Emergency Shelter

1. **CSI Church** at 1315 Kipling Avenue, Etobicoke M9B 3N8
Proceed west along Princess Margaret Boulevard to Kipling Avenue
Go south on Kipling Avenue to CSI Church
2. **John G. Althouse Junior – Middle School** at 130 Lloyd Manor Road, Toronto, M9B 5K1
Proceed west along Princess Margaret Boulevard to Kipling Avenue.
Continue along Princess Margaret Boulevard. Turn north on Lloyd Manor.

F) Maintenance of fire Safety Systems

Fire Maintenance Procedures are Carried out as Follows:

Daily:

1. A daily check of the exit lights, fire alarm, AC power light and trouble signal by staff.

Monthly:

1. A monthly check of all portable extinguishers to be carried out by the Executive Director and the tickets on the extinguishers are recorded and dated
2. A monthly check of the fire alarm system and a check of all components including the stand – by batteries is completed by the supervisor as part of the fire drill.

Annually

1. Annual inspections of the fire extinguishers and required maintenance of the same is provided under contract.
2. Conduct a complete test of the building fire alarm system by qualified personnel.

Every Five Years:

1. Hydrostatic test of carbon dioxide and water type extinguisher to be conducted by a qualified technician.

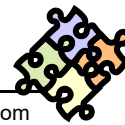
Every Six Years:

1. Replace the extinguishers agent in dry chemical fire extinguishers to be done by a qualified technician.

Every Twelve Years:

1. Conduct hydrostatic testing of dry chemical and vaporizing liquid fire extinguishers as required and to be done by a qualified technician.

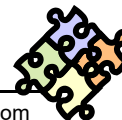
Definitions



Check: Means visual observation to ensure the device or system is in place and is not obviously damaged or obstructed.

Inspect: Means physical examination to determine that the device system will apparently perform in accordance with its intended function.

Test: Means operation of device system to ensure that it will perform in accordance with its intended function.



In Case of Emergency

Call 9-1-1

If You Detect

FIRE

Sound The

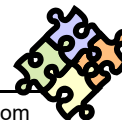
ALARM

Leave the Building

INSTRUCTIONS:

- 1. Sound alarm at fire pull station or use the walkie talkie to call a designated staff to sound the alarm.**
- 2. Avoid panic – exit by approved route.**
- 3. Assist anyone in immediate danger.**
- 4. Do head counts and proceed outside**
- 5. Close all doors behind you.**
- 6. Take daily the attendance records, emergency medication and emergency bag.**

This fire procedure appears in large print in each room where children are cared for.



Lock Down Procedures

The Executive Director, Assistant Director or Designate will make the announcement on the walkie talkies:

“ Attention all staff this is an emergency, the Programme is in LOCKDOWN”

Full Lockdown (danger IN the school)

- 1) Get children from the hall and washroom back into the nearest classroom if not able to safely reach own classroom.
- 2) If the Programme is **outside**, proceed to the emergency location at CSI Church at 1315 Kipling Avenue, Etobicoke M9B 3N8 and notify the Executive Director of safe arrival using the mobile phone.

If the Programme is **inside**, pull the door shut and cover windows.

All Programmes

- i) Lock door and close all windows.
- ii) Cover all windows/ glass panes and turn off lights.
- iii) Move children to an area away from the doors and windows.
- iv) No one is to leave the classroom.
- v) Refrain from using cell phones.

Hold and Secure (danger outside in the vicinity of the school)

- 1) Call 9-1-1 if danger is eminent
- 2) All children and staff are to come inside
- 3) Outside groups can use the washrooms
- 4) Close classroom doors, lights are shut off and blinds are to be closed
- 5) Continue a normal Programme inside the school
- 6) Outside doors are locked
- 7) No one leaves the building until notified

Shelter In Place (danger exists in response to a threat outside the school)

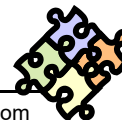
Uses the same procedures as Hold and Secure

If the Programme is Outside

The Executive Director, Assistant Director or designate will make an announcement using the walkie talkies with the procedure required.

All staff and children will be directed inside the classrooms.

If the situation is in the building, the fire exit plan will be followed and children and staff will congregate on the west side of the field, toward the park and await further instructions.



M.5 PLAYGROUND SAFETY

Policy Statement:

It is the policy of St. George's School Age Child Care Programme to ensure that children are provided with a safe outdoor environment that promotes creative and constructive play. St. George's School Age Child Care Programme will ensure that there are enough play materials available that are appropriate for the children's age and learning and developmental needs during outdoor play.

Procedures:

Staff ratios must be maintained at all times while children are outdoors. If a staff needs to come indoor and ratios are met, that staff is responsible to notify all the other staff so that they are aware of the need to cover off that staff's supervision area. When supervising the playground, staff will ensure that they position themselves to see the entire play area and to evaluate risk factors to prevent injury. Staff will follow the recommended staff supervision areas to ensure proper coverage.

Purpose:

Outdoor play is an integral part of the daily schedule and plays an important role in the development of children's overall well-being. In order for children to thrive in outdoor play, it is crucial that there be sufficient toys and equipment for children to engage in active play and that educators engage as active participants in the play.

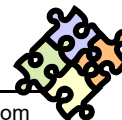
The *How Does Learning Happen? Ontario's Pedagogy for the Early Years* document describes how children thrive in programs where they can engage in vigorous physical play in natural outdoor spaces and playgrounds that present manageable levels of challenge. In addition to providing physical benefits, active play outdoors strengthens functioning in cognitive areas such as perception, attention, creative problem solving, and complex thinking.

While these environments need to be safe, it is also important for them to provide children with interesting opportunities for a reasonable degree of risk-taking.

The purpose of this policy is to set out the responsibilities of the licensee, staff, students and volunteers in ensuring that the outdoor and playground spaces provide a safe and well-supervised environment for children's play and meet Canadian Standards Association (CSA) standards.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a playground safety policy for child care centres.

To ensure the on-going safety of the children, St. George's School Age Child Care Programme undertakes regular inspections of the outdoor play area. Documentation of the regular inspections is to be maintained within the Playground Safety Log. The Playground Safety Log will include the following elements:



Playground Inspections/Checks

- Outdoor play space, fixed play structures and surfacing checks will be conducted on a daily, monthly and annual basis.
- All playground inspections will be documented. All documentation and reports will be filed by the Executive Director in the Safety Binder.
- The licensee will ensure that where the playground has fixed equipment, the certified playground inspection is conducted by a third-party inspector who:
 - Has declared non-conflict of interest including declaration of non-affiliation with playground equipment and protective surface manufacturers, suppliers and/or other contractors involved in the retrofit, upgrade or repair of the playground equipment and protective surfaces;
 - has proof of current Professional Errors and Omissions insurance coverage; and \
 - has proof of playground inspector certification provided by Toronto District School Board.

Repairs and Maintenance

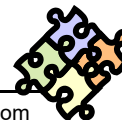
- All items identified in the checklists as requiring repair will be documented in the repair log and repaired or addressed in a timely manner
- Documentation on the repair log will also include:
 - the date the issue was identified;
 - documentation of what steps and efforts have been taken to address any identified items which cannot be repaired immediately due to circumstances out of the child care centre's control; and
 - the date the related repairs were completed.
- Where outdoor space or playground repairs cannot be completed immediately, the area or space requiring repairs will be sectioned off to prevent children from using that area in order to protect their safety and reduce the risk of injury. Children will be supervised at all times during outdoor play to ensure that they do not approach or use spaces that are sectioned off pending repairs.
- Any repairs requiring alterations or renovations to the playground premises will not begin until site or playground plans are approved by a Ministry of Education Director.

Compliance with the CSA Standards

- Any outdoor play space, fixed play structure or surfacing under those structures that is constructed or renovated will meet the requirements set out in the Canadian Standards Association (CSA) standard CAN/CSA-Z614-14, "Children's Playspaces and Equipment".
- Written confirmation of compliance with the CSA standard will be obtained from a Certified Playground Safety Inspector, upon completion of any repairs or renovations which have resulted in a non-compliance with the CSA standard as outlined in a playground inspection report.

Supervision

- Children will be supervised at all times during outdoor play.



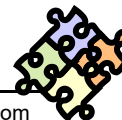
- Staff will position themselves throughout the playground and rotate their position where required to ensure children can be visually supervised while engaging in play.
- Staff to child ratios will be maintained on the playground at all times.
- Reduced ratios will never be used on the playground.
- Staff will ensure that the kindergarten gates are securely closed at all times while using the kindergarten yard.

Documentation and Report Retention

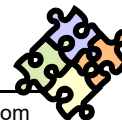
- All documentation and reports related to the outdoor space or playground will be:
 - Kept for three years from the date they were created and/or updated (whichever date is most recent); and
 - Made available for Ministry of Education staff to review at all times.

Playground Safety Procedures

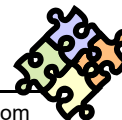
Timeline	Steps to Follow
Daily: before using the outdoor play space/ playground	- Staff must: - walk around the entire outdoor play space or playground to look for and identify hazards and defects as indicated in the daily playground inspection checklist (the form in Appendix A may be used for this purpose); - remove any garbage, hazards or defects using gloves; - complete the playground inspection checklist, sign and date it Where hazards or defects cannot immediately be removed or repaired, staff must: - report the hazards or defects to either the Executive Director or Assistant Director who will log and maintain the information in the repair log and take appropriate action to initiate any repairs. - Section off the area with the hazard/defect if it poses a hazard to children. - In preparation to exit the child care centre to use the outdoor play space or playground, staff must: - ensure all emergency medication accompanies children, where applicable; - ensure all emergency contact information is readily available for children; - ensure the attendance record is readily available; - ensure that the allergy and dietary restriction lists are readily available; - ensure appropriate steps related to environmental factors have been implemented (e.g.: children are appropriately dressed for the weather, there are no entanglement risks, bug nets are in place, etc.); and



Timeline	Steps to Follow
	conduct head counts prior to leaving the indoor play activity area, and while transitioning them to the outdoor play space or playground.
Daily: while using the outdoor play space/ playground	- Staff must: - position themselves in areas that ensure that all children and areas of the playground can be properly supervised at all times; - ensure that there is access to drinking water at all times; - complete head counts of children every transition or 15 minutes - implement the goals and approaches of the program statement, such as engaging with the children in play; and - refrain from using personal cellular phones (except in emergency situations) or using outdoor time to socialize with other staff, students or volunteers during outdoor play. Where a child is injured on the playground, staff must: - administer first aid, where appropriate; - contact emergency services, where appropriate; - notify the parent of the child; - complete an accident report and provide a copy to the child's parent; and - follow the serious occurrence policy and procedures, where appropriate.
Daily: When returning from the outdoor play space/ playground	- Staff must: - conduct head counts prior to returning indoors from the outdoor play space or playground, while transitioning indoors, and upon returning to the indoor play activity space. - Ensure that attendance records, emergency medication and children's emergency contact information is brought indoors with the group.
Monthly	- Executive or Assistant Director must: - walk around the entire outdoor play space or playground to look for and identify hazards and defects as indicated in the monthly playground inspection checklist - remove any hazards or defects, where possible; - complete the monthly inspection checklist (including verification of seasonal issues), sign and date it; and



Timeline	Steps to Follow
	4. file the playground inspection checklist in the safety binder. Where hazards or defects cannot immediately be removed or repaired, Executive Director must: 1. report the hazards or defects to the Caretaker who will log and maintain the information in the repair log and take appropriate action to initiate any repairs. 2. Section off the area with the hazard/defect if it poses a hazard to children. 2. Executive Director must: 1. review outdoor injuries and accidents that have occurred to look for trends; 2. take appropriate action to prevent similar injuries and accidents from happening in the future. 3. Executive Director must: 1. review the repair logs and follow up on any outstanding identified issues still requiring repair.
Annually	1. Where the playground has fixed equipment, Executive Director must: 1. ensure a certified playground inspector conducts an annual playground inspection; 2. discuss the findings of the playground inspection with the certified playground inspector, including items that need to be repaired or replaced; and 3. obtain a copy of the playground inspection report. 2. Where hazards or defects cannot immediately be removed or repaired, Executive Director must: 1. report the hazards or defects to the caretaker who will log and maintain the information in the repair log and take appropriate action to initiate any repairs. 2. section off the area with the hazard/defect if it poses a hazard to children.



PREVENTING UNAUTHORIZED ACCESS

Policy Statement:

St. George's School Age Child Care Programme will put in place to prevent unauthorized individuals from accessing the child care centre during its hours of operation.

Procedure:

Parents/guardians/authorized individual picking up or dropping off children are to enter through the Gymnasium which has a door bell to enter access in. Authorized individuals may use the school's main entrance at door 1 when the school secretary or a child care staff is available to greet them there. Doors are to be kept locked during the hours of operation of the child care centre. Only exception that a door may be left unlocked is if the children and group are outdoors for outdoor play and/or events and there is a staff trained to monitor the door and early identification of individuals prior to entry.

M.6 SANITARY POLICY

Policy Statement:

A clean environment should be provided for the children to minimize the spread of germs and diseases. Parents, volunteers, and staff will be informed and are to inform the Executive Director of any confirmed communicable diseases.

Definition:

"Sanitary" encompasses any and all activities that involve eating areas, cleanliness of the school facilities, and the prevention and spreading of communicable diseases.

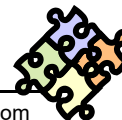
Procedure:

The Director is responsible for ensuring adherence to the following steps in order to maintain a clean and sanitary environment.

Handwashing:

Staff, volunteers and children will wash their hands with soap and water and/or use an alcohol-based hand sanitizer of at least 70% if soap and water is unavailable before snack, cooking activities and after outdoor play and washroom use. If using alcohol-based hand sanitizer, the instruction poster will be available and present.

Snack Area Preparation:



- Staff are required to wash hands properly before disinfecting the snack area (counter tops and tables)
- Tables are to be wiped before and after snacks and activities with disinfectant (Bleach Spray: one teaspoon of bleach two liters of water, or another approved solution by TDSB).
- Tables should not be sprayed until all children have left the table area.
- Foods are prepared and handled using the Food Handling Checklist.
- Unused foods are not reserved. Extra foods are kept in a covered container to top up extras as needed.

Fridge and Freezer:

- The refrigerator and freezer must have a thermometer to monitor the temperature.
- The fridge must be checked daily and cleaned weekly. The freezer must be cleaned biweekly to ensure that items are used within the month of purchase.

Equipment and Furnishings:

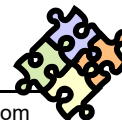
- Toys and equipment will be cleaned on a regular basis depending on usage by Programme staff. Cleaning of toys and equipment are recorded on the toy cleaning schedule by toy and equipment type and posted.
- The Board of Education Support Staff (caretakers) are responsible for cleaning the floors, the washrooms and all other surfaces on a daily basis and as required. The caretakers use the Per Diem for disinfecting.
- Soap dispensers are emptied monthly, disinfected and refilled on top of regular maintenance.

Physical Environment:

- Floors will be swept and carpets vacuumed and/or swept daily and as necessary by the Board of Education Support Staff (caretakers).
- Floors will be washed daily and as necessary, with disinfectant cleaner by the Board of Education Support Staff (caretakers).
- Garbage will be removed at least once a day (caretakers).
- Bathrooms will be disinfected daily (caretakers).
- Carpets will be steam cleaned twice annually and as necessary (caretakers).
- The outdoor play area is inspected daily, monthly, seasonally, and annually, in accordance with the Playground Safety Policy.

Hazard Mitigation

St. George's School Age Child Care Programme shall make best efforts to ensure that the program space is safe by eliminating or mitigating risks posed by hazards at the premises, such as dangerous items at or conditions or features of the premises that could cause reasonably foreseeable harm to a child. O. Reg. 197/26, s.7.



Procedure

To ensure the program space is cleaned and sanitary for the staff and children, St. George's School Age Child Care Programme and St. George's Junior School will maintain all cleaning supplies are stored in a cupboard locked or with a child lock, out of reach of children and are not accessible to children.

St. George's School Age Child Care Programme will notify parents/guardians of children enrolled in the centre of any hazard, and conditions that are in need to attention which is inaccessible to the children and what the solution will be to mitigate the associated risk.

Illnesses:

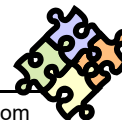
The primary concern for staff is to maintain and support the health and well-being of children in the program. The staff must follow the written illness procedures and recommendations from the local public health concerning infection control and communicable diseases. In order to understand childhood illnesses and respond to outbreaks, the staff will have access to information on communicable and other child-related illnesses, including Guidance Document: Infection Prevention and Control in Child Care Centres.

Procedures:

1. Staff must check all children as they arrive for illness and injury and record it on the Sign – in/ Sign – Out sheet under Child's Well Being Health Check.
2. Staff will notify the Staff with Designated Responsibility of any children who are ill and the children are excluded at the time of arrival at the Programme.
3. The staff with Designated Responsibility in collaboration with the Executive Director and Assistant Director will determine if the child's symptoms warrant exclusion from the Programme.
4. Staff will ensure that the child who becomes ill during the Programme is kept comfortable and isolated from the other children. The parent is notified to pick up their ill child from the Programme.
5. When re-admitting a child who has been absent because of a communicable illness or absent for 3 or more days due to an illness, the parent may need to bring a doctor's note stating that the child is well enough to return to the Programme.

Signs of illness include but are not limited to the following:

- Runny nose, cough, difficulty breathing
- Fever
- Vomiting
- Diarrhea
- Rash
- Any change in skin colour
- Unusual behaviour



Examples of Communicable Illness

Name of the disease	Symptoms
Chicken pox	Itchy Blisters, fever
Influenza	Fever, body aches, stomach symptoms
Measles	Rash, small fever than high fever
Mumps	Fever, body ache, muscle aches, swelling of salivary glands
Common Cold	Sneezing, coughing, runny nose
Pink eye	Eye become red, itchy, discharge, tearing
Fifth disease	Mild rash or redness on limbs
Hand, foot and mouth disease	Fever, sore in mouth, rash, blisters
Head lice	Itchy, eggs in head
Meningitis	High fever, stiff neck, headache
Whooping cough	Severe coughing attack, vomiting
Ring worm	Ring shape rash on skin, scalp
Rotavirus	Vomiting, severe diarrhea, fever
Scabies	Pimples on skin, intense itching
Hepatitis	Fever, diarrhea, nausea

Flushing:

As permitted by the Ministry of the Environment, the caretaker is responsible for completing the weekly water flushing and maintaining the logs and annual test results.

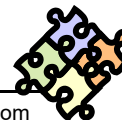
M.7 FIRST AID

A First Aid kit including a manual is accessible and is located on the Programme fridge in the kitchen and in the Programme office by the backpacks. If the Programme must be temporarily relocated the First Aid Kits must follow as well. A portable kit must be available to take on field trips off the premises.

All permanent staff are required to have valid First Aid Level C & CPR and AED training provided by an approved First Aid training facility as outlined by WSIB Ontario (posted in the childcare office). First Aid training must be renewed prior to the expiry date on the certificate.

New staff in Programme who must be first aid certified may have a three-month time period to obtain their certification, as long as:

- At least one first aid certified employee is available to respond in an emergency at all times, whether the licensed age group is on or off-site.



- The staff obtains the certification as soon as reasonably possible; and
- The length of time is justified

All staff must check the contents of the first aid kits regularly to make sure that they are restocked with required first aid materials as listed on the first aid kit contents list.

M.8 HEALTH

The Health Policies of the Programme take into consideration the responsibilities of parents while maintaining the safest possible environment for the children.

In accordance with the Child Care and Early Years Act, 2014, a signed and fully completed Emergency Health Information and an Emergency Contact and Consent Release Information must be presented by the child's first day of care.

Parents must keep a child at home who is suffering from a temperature, vomiting, and/or diarrhea. If a child becomes ill during the hours of operation, the individual's parent(s), will be notified and asked to pick him/her up as soon as possible. In the case where a child has had diarrhea, vomiting or a temperature of 38.4 degrees Celsius (101 degrees Fahrenheit) he/she may not return to the Programme until their condition has been normal for twenty-four to forty- eight hours or as recommended by a health practitioner or by Toronto Public Health's Guidance.

Parents shall report a child's exposure to any communicable disease (such as lice, chicken pox, pertussis, measles, etc.). The child may not attend the Programme while he/she shows symptoms of the disease. Parents should be especially alert to any signs of illness in an exposed child, and should not send a child to the Programme who seems to be unwell. If a child develops a communicable disease, the child's doctor will determine when the child is able to return and a doctor's note to this effect may be required. The Executive Director will notify other members if any child in the Programme has contracted a communicable disease if the communicable disease is deemed reportable according to Toronto Public Health.

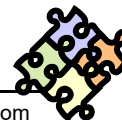
Parents must keep the staff informed and up to date about concerns they may have with respect to their child's health.

M.9 MEDICATION

Policy Statement:

St. George's School Age Child Care Programme will refrain from administering prescription drugs and medication with the exception of emergency medications necessary only for severe allergic and asthmatic reactions that can be life threatening, or doctor's note with parental consent indicating the child's required dose, storage, time, route, and name, such as for diabetic reasons.

Procedure:

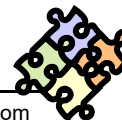


The following conditions as mandated by the *Child Care and Early Years Act, 2014* must be adhered to:

1. Programme staff will administer emergency prescription medication (i.e., Epinephrine, Ventolin, etc.) only if the parent or legal guardian has provided written consent along with a signed doctor's consent (Individual Plan). The medication must be in an original labeled prescription or manufacturer's container that meets the safety check requirements. The individual plan will outline the steps to be followed, how and when the medication is to be given, the amount or dosage to be administered, possible side effects and any other necessary information required.
2. A drug or medication will be administered only from the original container supplied by a pharmacist and the container must be clearly labeled with the child's name, the name of the drug or medication, the date of purchase and expiry and specific instructions for storage and administration.
3. Staff or children may carry medications for epilepsy and diabetes, as well as any other medication that a prescribing medical professional determines must be readily available to prevent a significant risk to the child's health. Medication will be in the classroom's emergency bag out of reach of other children. Where a child has authorization to carry their own emergency medication, it must be secured in a fanny pack or similar bag on their body where an educator will closely monitor.
4. Parents of children who have anaphylaxis must fill or have a physician fill out the Individual Anaphylaxis Emergency Plan Form with specific instructions as to the symptoms and steps to follow and when and how it should be used. Parents must train all staff on their child's individual plan upon admission to the Programme.
5. The following items that do not constitute as drugs or medications as defined in the *Drug and Pharmacies Regulation Act, prescribed for a child by a health professional*; sunscreen, moisturizing skin lotion, insect repellent, lip balms and hand sanitizer. Staff will only administer/assist a child with the listed non-medical/drug items with a parental/guardian consent.

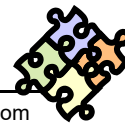
Staff Documentation:

1. All staff must review the medication policy and procedure prior to commencement of work and at least annually thereafter. These reviews must be documented and kept on file.
2. Staff administering emergency medications will document the time, date and dosage of the medication given on the Administering Medication Form and will complete the form each time medication is given.
3. Staff will report and document any observed side effect on the child's Record of Illness form.
4. Expired medication will not be administered (staff will check expiry dates monthly and parents will be required to provide new medication) and staff will provide a written explanation of why medication was not given.
5. Staff will only administer medication when all conditions listed above are met.
6. Children's medical records will be kept on file for 3 years.



Guidelines for Administering Medication:

1. Wash hands before preparing medications.
2. Medication errors will be controlled by checking the following items each time the medication is given:
 - Right Child
 - Right Medication
 - Right Time
 - Right Dosage
 - Right Route
 - Right Documentation
3. Prepare medication on a clean surface.
4. For liquid medications, use clean medication spoons, syringes, droppers or medicine cups that have measurements on them provided by the parents
5. For capsules/pills, medication is measured into a paper cup and dispensed as directed by the Health Care Provider/legal guardian
6. Wash hands after administering medication.
7. Observe the child for side effects of medications and document on the child's Record of illness form.
8. When a medication error occurs, the Regional Poison Control Center and the child's parents will be contacted immediately. The incident will be documented in the child's record at the Programme.
9. Only staff that have been trained by the parents will be permitted to administer medication

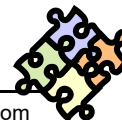


Child's Symptoms of Illness Record

Child's Full Legal Name: _____

Child's Date of Birth (mm/dd/yyyy): _____

Date Observed	Time Observed	Description of the Child's Symptoms of Illness Observed	Description of Actions Taken	Name of Individual who Observed Symptoms



M.10 ALLERGY AND ANAPHYLAXIS

Policy Statement:

St. George's School Age Child Care Programme recognizes the potentially serious consequences of children with allergies. These allergies may include a condition known as anaphylaxis. Anaphylaxis is a severe, potentially life-threatening allergic reaction brought about by exposure to certain foods or other substances.

"In Canada, the nine priority food allergens to trigger an anaphylactic reaction are peanut and peanut by-products, such as peanut oil and peanut butter, tree nuts, sesame seeds, milk, eggs, seafood (fish, crustaceans and shellfish), wheat, soy, and sulphites (a food additive)"

(Source: Canadian Food Inspection Agency, www.inspection.gc.ca).

Tree nuts are defined as walnuts, almonds, hazelnuts (filberts), Brazil nuts, pecans, cashews, pistachio nuts, pine nuts (pignolias) and macadamia nuts. Non-food items such as latex and bee stings and exercise can also cause a life-threatening reaction. Anaphylactic shock is a severe overreaction of the body's immune system to a triggering agent (allergen). Living with anaphylaxis can be a challenge.

Procedure:

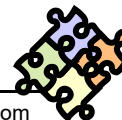
The Programme does not allege to be, nor can it be deemed to be free of food items and non-food items that may lead to a severe allergic or anaphylactic reaction. The Programme will make every reasonable effort to reduce the risk to children with severe allergies or anaphylaxis in accordance with this policy.

Strategy to Reduce Risk of Exposure:

Living with anaphylaxis can be a challenge. We live in an environment that is contaminated with potential allergens and anaphylactic children must learn to avoid specific triggers. While the key responsibility lies with the anaphylactic individual and his or her family, in the case of a young anaphylactic child, the childcare and school community must also be aware. Creating an environment that reduces the risk to severely allergic or anaphylactic children requires the co-operation and understanding of all members of the Programme, including staff, volunteers, children and parents. In all literature sent home to parents, we request that **NO PEANUT OR TREE NUT PRODUCTS ARE ALLOWED AT THE PROGRAMME AT ANYTIME**. This request may be revised as necessary depending on the life-threatening allergies of the children enrolled in the Programme. As with other policies of the Programme, staff, volunteers, parents and children are expected to comply. To prevent any risk, Programme will not accept food items from families to be shared.

Identification of Children at Risk

- It is the responsibility of the parent and/or the guardian to inform the Programme that his or her child has allergies or is anaphylactic or potentially at risk of anaphylaxis. This must be listed in the registration package and they must verbally notify the Executive Director who will then notify all staff and volunteers.



- All staff shall be aware of these children. A list of all children with allergies is posted in on the information board with their picture indicating which class they are in, where the EpiPen is kept. Parents/guardian must provide one (1) recent photo. A listing of all children with allergies is also posted in the kitchen.
- The parent/guardian or physician must complete the *Individual Anaphylaxis Emergency Plans* and ensure to revise the plan as necessary.
- Upon the child's admission to the Programme, the parent/guardian will train all of the Programme staff on the child's Individual Plan. The Executive Director will train all students and volunteers. All training will be documented.
- All staff will review the child's Individual Plan Annually. No "training" by parent/guardian is required for the annual review of the Individual Plan unless changes to the Plan have been made.

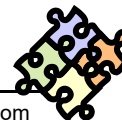
Availability and Location of EpiPens

The EpiPen is an auto-injector containing epinephrine (adrenaline). This medicine is an alpha and beta receptor stimulant used to treat severe allergic reactions. It may also be used to treat severe allergic reactions that affect breathing, Epinephrine is a chemical that the body naturally produces and is responsible for the adrenaline rush under stress.

- Parent/guardian of an anaphylactic child must provide one (1) EpiPen to be left in the classroom's emergency backpack. The parent/guardian must provide a doctor's note or approval if the child will be carrying their own EpiPen. The Parent must proactively replace the EpiPens before the expiry date is reached.
- **EpiPens must be clearly labeled with the child's name and EpiPen expiry date. All staff will be made aware of its location, and the location is recorded on the Individual Plan.**
- Programme staff are to be trained and ready at all times to administer the EpiPen.
- Posters describing the signs and symptoms of anaphylaxis and the use of the EpiPen are posted on the information board.
- Children who are no longer allergic, or no longer require an EpiPen, must present a letter of explanation from their doctor or allergist so their name may be removed from the Programme's allergy lists.
- Staff will check the EpiPens monthly to ensure they have not reached their expiry date. If the EpiPen has expired, the parent/guardian will be required to supply another by the next day of school.
- The parent/guardian must complete and submit an *Individual Anaphylactic Emergency Plan* and must train all staff members on the child's plan. Both the parent and Executive Director must sign-off indicate this has been done and all staff members must sign off.

Communication Plan for the Distribution of Information

- Parents will be informed by newsletter/handout of any life-threatening allergic foods that require changes in the restricted foods
- A list of all allergies and suggestions for healthy snacks will be included in the initial registration process



- List of allergies will be posted on the Emergency Information Board
- Parents with children with anaphylaxis will provide an individual plan for their child prior to enrollment.

Individual Plan Procedure

Prior to enrollment into the Programme, parents/guardians will meet with the Executive Director to provide input for the child's individual plan and emergency procedures. This plan will include but is not limited to:

- Description of the child's allergy
- Monitoring and avoidance strategies
- Signs and symptoms of an anaphylactic reaction
- Child care staff roles and responsibilities
- Parent/Guardian consent for administering allergy medication, sharing information and posting Emergency Plan
- Emergency Contact information
- Location of EpiPen and backup EpiPen
- Physicians note to carry own EpiPen (optional)

Parents are requested to advise the Executive Director if their child develops an allergy, required medication and/or of any changes to the child's individual plan or treatment. Individual Plans will be reviewed yearly and as directed by the parent or physician. Copies of Individual Plans are posted on the Emergency Information Board, in the classroom and in the portable file for each child.

Symptoms of an Allergic Reaction

Anaphylaxis affects multiple body systems including skin, upper and lower respiratory, gastro-intestinal and cardiovascular. Symptoms of anaphylactic shock tend to develop rapidly although the initial presentation can be delayed and/or misleadingly mild.

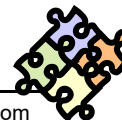
A person experiencing an allergic reaction may have any of the following symptoms:

- Trouble breathing, speaking or swallowing
- A drop in blood pressure, rapid heartbeat, loss of consciousness.
- Flushed face, hives or a rash, red and itchy skin
- Swelling of the eyes, face, lips, throat and tongue
- Anxiousness, distress, faintness, paleness, sense of doom, weakness.
- Cramps, diarrhea, vomiting

Treatment Protocol

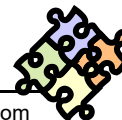
All staff are to be trained, as follows, in the management of an anaphylactic emergency:

1. There are no hesitations to use an EpiPen (epinephrine) for a potentially life threatening allergic reaction. If ANY combination of symptoms is present and there is



reason to suspect anaphylaxis, epinephrine is given immediately. Epinephrine is effective in treating anaphylaxis by constricting muscles around blood vessels, which stimulates the heart, elevates blood pressure, relaxing airway muscles, reducing swelling, reducing the release of chemicals that cause anaphylaxis. The lifesaving benefit of epinephrine in cases of suspected anaphylaxis outweighs any small risk of side effects for a child for whom it is prescribed. The procedure for giving epinephrine as noted on the Anaphylaxis Canada website is outlined as follows:

- The Executive Director or Staff Lead/ Assistant Director will delegate a staff member or volunteer to call 911 immediately.
 - Remove the child's clothing only if bulky. The EpiPen will penetrate regular clothes, but snowsuits or other bulky clothing should be removed.
 - Secure the child's leg and identify the injection area on the outer middle thigh. The child should be sitting or lying down. The middle of the thigh can be found by dividing the leg between the knee and hip into three sections. The outer portion of the thigh is found between the outer seam and centre crease of a pant leg. Feel the spot with your hand to avoid seams or items in a pocket.
 - Hold the EpiPen around its middle and remove the safety cap. (Blue to the sky, orange to the thigh.)
 - Firmly press the tip of the EpiPen into the thigh at a 90-degree angle until a click or whooshing sound is heard.
 - Hold the EpiPen in place for a slow count of 10. After the injection, the orange cover will automatically extend so you will not see the needle.
 - Ensure the EpiPen (s) that was/were administered are sent to the hospital with emergency personnel.
2. Time of administration is noted.
 3. The Executive Director or Staff Lead/Assistant Director will stay with the affected child.
 4. The Executive Director, Staff Lead/Assistant Director or delegated assistant will contact the parents immediately after the injection and 911 call is completed. If the parent is not available at any of the contact numbers, the Executive Director or Staff Lead/Assistant Director will contact the emergency contact as listed in the registration package.
 5. A second EpiPen should be administered if there is no improvement in the child's symptoms and emergency personnel has not arrived.
 6. Regardless of the degree of reaction or response to epinephrine, the child is taken to an emergency room by emergency personnel. The Executive Director or Staff Lead/Assistant Director MUST go with them if the parent is not present at the time of ambulance departure. An ECE staff member will stay at the Programme with the rest of the children.
 7. The Executive Director or Staff Lead/Assistant Director will stay with the child at the hospital until the parents arrive and will notify the emergency personnel of the signs of anaphylaxis seen in the child, time frames, where the EpiPen was given (right or left thigh) and the effect of the epinephrine on the child. The Executive Director or Staff Lead/Assistant Director will be reimbursed for any costs incurred.
 8. The Executive Director will file a Serious Occurrence Report within 24 hours and it will be filed with the child's registration package. The Ministry of Education will also receive a copy.



Training and Parent Notification

Parents/guardians are responsible for informing all staff on their child's individual Plan upon admission to the Programme. The policy procedures and individual plans will be reviewed annually, in September, by all staff, students and volunteers.

The Executive Director, Staff Lead/Assistant Director and all education staff are required to maintain Standard First Aid including infant/child CPR (Standard First Aid CPR/AED Level C) Certification. This must include training and review of anaphylactic reactions and EpiPen administration. All other staff and volunteers are encouraged to obtain Standard First Aid Certification Level C.

This policy will be summarized and included as part of the Programme's Parent Handbook. As well, this policy will be reviewed annually, at the first Parent Board Meeting in the fall.

The full policy is available in hard copy in the Programme office and in front of the kindergarten room on the Parent Information Board.

Purchasing Food and Serving Snack

The Executive Director or Assistant Director will maintain a Food Handling Certification and is responsible for all purchasing of food in the Programme. All staff will use good hand washing practice when preparing the snacks and will check all ingredients lists and food labels to ensure there are **no peanut and tree nut products or any product with any allergic ingredient(s) specific to the children in the Programme.**

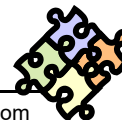
M10.1 RULES FOR PARENTS WHO BRING FOOD FROM HOME

Policy Statement:

At St. George's School Age Child Care Programme, snacks and meals are provided on full day program such as PA days and non-instructional days, unless otherwise instructed. It is the policy of St. George's School Age Child Care Programme to ensure that children who may bring food from home have a healthy snack or lunch which should follow Canada's Food Guide and adhere to St. George's School Age Child Care Programme's Allergy and Anaphylaxis Policy. This policy is also in adherence to the Child Care and Early Years Act, 2014.

Procedure:

- At registration time, parents/legal guardians are given the Allergy and Anaphylaxis Policy Agreement which indicates no peanut, tree nut products, or any other allergens that children may have.
- Lunch bag is labeled with the child's name.



- Parents/legal guardians are responsible to provide ice packs for children's lunches that require refrigeration.
- Parents/legal guardians are responsible for storing hot foods in a heat -preserving container or thermos.
- Staff will monitor lunches and snacks to ensure food at the Programme does not contain nuts/may contain nuts or any other food allergens that must be avoided in the Programme.
- Staff will notify parents if concerns arise regarding the nutritional adequacy and/or presence of allergens are in the lunch/snack.
- Staff will ensure that children do not share snacks or lunches.
- In the event a child forgets their lunch, does not adhere to Canada's Food Guide or staff observed allergens are present, staff will provide the lunch items on the menu.

Canada's Food Guide

- Eating Well with Canada's Food Guide is available online (<https://food-guide.canada.ca/en/>)
- This guide is available in 22 languages
- Make water your drink of choice. Include a labelled water bottle that can be refilled.
- Lunches should include whole grains, fruits and vegetables, and proteins.

M.11 WASHROOM

Policy Statement:

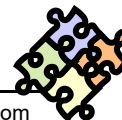
It is the policy of St. George's School Age Child Care Programme to ensure that children have safe access to the washrooms at all times.

Procedure:

According to *How Does Learning Happen? Ontario's Pedagogy for the Early Years* sets out that children should be viewed as capable and competent individuals. School age children are encouraged to use a "buddy system" to go to the washroom together without direct adult supervision. This aligns with the expectations for independence and self-regulation that are encouraged during the school day.

The washrooms to be used by the Programme staff are marked WR-1 and WR-2. The washrooms located inside the kindergarten classrooms, and at the east doors next to the parking lot are to be used by the Programme children. Adults are not permitted in these washrooms at any time during Programme hours with the exception of Programme Staff, if need be, for assistance.

All children must notify Programme Staff before they use the washrooms. Children are to be supervised at all times taking into consideration the independence of school age children. Consequently, staff are expected to accompany children to the washroom if no other staff is present in the building. Before any child enters the washroom in the kindergarten room, staff are to knock on the door and make their presence known in case another child is using the washroom. Staff are expected to go inside and check



the washroom to ensure that it is safe for the children to use, after which the staff may wait directly outside the washroom doors and accompany the child back to the Programme once they are finished.

If a staff is unable to accompany a child to the washroom due to ratio needs, the child must pick a partner and use a “buddy system” and inform Programme staff they are going to the washroom. The staff must also use the walkie talkie to report children going to the washroom to the Executive Director and Assistant Director. The Executive Director and/or Assistant Director will then accompany the children to the washroom and supervise from outside of the washroom if needed.

Children must refrain from using any washroom should there be external patrons using the washrooms permitted usage under the school allowances for these groups to utilize after 6:00 p.m. Programme staff must notify the Executive Director immediately should there be external persons using the facilities before 6:00 p.m. which is deemed dangerous and illegal.

M.12 ALTERNATIVE PICK-UP

Policy Statement:

It is the policy of St. George's School Age Child Care Programme to protect the safety of children by ensuring that children are only released to parents/guardians and individuals authorized by parents/guardians.

Procedure:

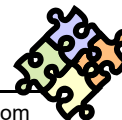
A child will only be released to those individuals authorized in writing by a parent or by prior verbal notification by a parent to the Executive Director or Programme staff member. Alternative pick-ups must show appropriate identification in the form of a valid driver's license or their provincial health card which also contains a photograph. Other forms of identification are birth certificate, passport citizenship card or student photo card.

M.12.1 SAFE ARRIVAL AND DISMISSAL POLICY

Purpose

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

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



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

Policy

St. George's School Age Child Care Programme will ensure that any child receiving child care is only released to the child's parent/guardian, authorized contacts on the registration form or an individual that the parent/guardian has provided written authorization for.

- Where a parent/guardian provides written instructions for the release of their child from care without supervision, the parent/guardian is aware that the child care is no longer responsible for that child upon their dismissal.
- Youth 12 years of age and older may be given consent to act as an escort for younger children. Written consent of the parent or guardian is required.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.
- Parents/Guardians are responsible for informing St. George's School Age Child Care Programme of any absences during the hours of operations.

Procedure

Accepting a child into care

Parent and/or guardians must escort the child directly into the child care programme. If dropping off during outdoor play time, parents/guardians are asked to meet up with their child's group to ensure the child has been dropped off to a staff, and for the staff to record the child's arrival time in the attendance record.

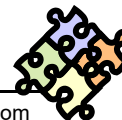
When accepting a child into care at the time of drop-off, Programme staff in the room must:

- Greet the parent/guardian and child
- Ask how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the Emergency Contacts/Authorization List or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note, text or email).

Where a child has not arrived in care as expected

Parents/Guardians must provide written authorization for children who will attend extracurricular school activities. This will help eliminate any confusion during after-school pick up.

Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., emailed, text, or advised the closing staff at pick-up), the staff in the classroom must:



- Inform the Executive Director or Assistant Director

Kindergarten and School Age Before School Program:

- commence contacting the child's parent/guardian to confirm absence.

Kindergarten and School Age After School Program:

- commence contacting the child's parent/guardian between 3:15pm to 3:30pm. The Executive Director or Assistant Director will contact child's parent/guardian by sending a text message or call. Must make contact with an adult to confirm absence.
- If Parents/guardians are not able to be reached to confirm the child's absence from care by 3:30pm, Programme will move on to contacting the emergency/authorized contacts.
- Once a child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record/communication log.

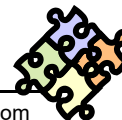
Full Day (PA Days)

- Inform the Executive Director or Assistant Director and they must commence contacting the child's parent/guardian no later than 9:15am. The Executive Director or Assistant Director will contact child's parent/guardian by sending a text message or call. Must make contact with an adult to confirm absence.
- If Parents/guardians are not able to be reached to confirm the child's absence from care by 9:15am, Programme will move on to contacting the emergency/authorized contacts.
- Once a child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record/communication log.

Releasing a child from care

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

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



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

Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, staff should inform the Executive and/or Assistant Director to contact the parent/guardian by phone call or text message and advise that the child is still in care and has not been picked up.

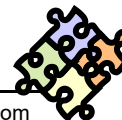
- If the parent/guardian is unable to be reached, the Executive or Assistant Director will call again and leave a message. Where the individual picking up the child is an authorized individual and their contact information is available, the Executive or Assistant Director will proceed with contacting the individual to confirm pick – up as per the parent/guardian's instructions or leave a voice message to contact the centre.
- When the parent/guardian or authorized individual have not responded, Programme will contact emergency contact, if there is no response, then staff will wait until Programme closes and then refer to procedures under “where a child has not been picked up and program is closed.”

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

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

Dismissing a child from care without supervision procedures

Where a parent/guardian has provided written authorization for their child to be released from care without supervision, one staff in the Programme must be responsible for dismissing the child from care. Prior to dismissing the child care, the staff will review the written instructions for release provided by the parent/guardian and release the child at the time set out in the



instructions. The staff will document the time of departure from care and initial on the attendance record.

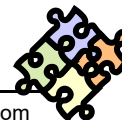
M.13 FIELD TRIPS

Policy Statement:

St. George's School Age Child Care Programme provide trips and outings for the children to enhance their learning and provide for interesting hand-on experiences. To ensure the safety of the children at all times, staff and volunteers are required to read, understand and follow the trips and outing guidelines.

Procedures:

- Children must be supervised at all times and no child is to be left unattended. We understand that the older children may require more independent treatment but the supervision at all times applies to all children.
- Staff must escort children to and from washroom facilities and do periodic checks for children who are taking longer.
- Staff are responsible to ensure that all children are marked present or absent on the attendance to maintain updated attendance records and ensure that the attendance records co-ordinates with head counts.
- During transitions, staff must do more frequent head counts to make sure that all children are present when leaving the Programme, during the walk and upon arrival at the destination,
- Areas such as playgrounds, trip facility and open fields should be monitored and checked for hazards and safe play.
- In order to ensure effective health and safety requirements, in regard to anaphylaxis, allergies and food restrictions please only offer foods and beverages that are not listed on the allergy list and have been supplied by the centre or approved by the Executive Director.
- Please encourage all children to walk (avoid carrying children except in emergency situations).
- It is important to accompany your group to and from the Programme, to maintain ratios both going and returning from trips, outings and outdoor Programming.
- Staff are responsible for carrying emergency medications, including Epi-pens or puffers in the waist pack or emergency backpack, while supervising the child who requires the emergency medication.
- Staff are responsible for carrying a first aid kit and emergency forms for each child while on the trip or outing.
- During trips and outings, staff are responsible for ensuring that the children have used the washroom and head counts are taken prior to boarding the bus. It is strongly advisable that staff board the bus with the children on time for departure.



- Volunteers will be paired with a staff member and are not counted in ratios. Volunteers will at no time be left by themselves with the children. It is important to accompany your group to and from the Programme to augment ratios both going and returning from trips and follow the staff lead.
- Smoking, cell phone, and hot beverages not in leakproof mugs are not permitted in the Programme rooms, on the playground or while supervising the children.
- Staff are legally responsible for children at all times. We, however rely on volunteers to assist in supervising the children and informing the staff of any unsafe situations. Please assist us by reporting any unsafe situation or incident to the staff you are with immediately.
- In event of a loss or injured child, the staff will notify the Executive Director who will contact the parent and follow the emergency management protocol, including calling for medical assistance or reporting the missing child to the police authorities.
- Staff are responsible for documenting any illnesses, injuries or incidents on the Accident Report and submit it to the Executive Director for signature. They will follow up with the parent to ensure proper communication in regard to the injury.
- All staff and volunteers must read, understand and sign the Programme Statement attached and the Child Abuse Policy for the Programme. Volunteers are expected to follow these policies while supervising children.

Should the Programme staff member release their group of children to another staff member during a break, they must sign off verification of the number of children on the attendance before leaving and after returning to ensure the Programme staff member is aware of what children are in their care. The children must be notified that another person will be temporarily overseeing them for an interim period of time.

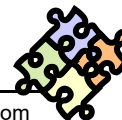
M.14 POLICE REFERENCE CHECK POLICY

Policy:

The purpose of this policy and the procedures outlined is to provide clear and transparent rules and processes for regularly collecting and using information in police record checks, offence declarations and attestations for staff, students and volunteers and other persons who provide child care and other services to children.

This policy is intended to help protect the health, safety and well-being of children, families and those involved with St. George's School Age Child Care Programme by setting out measures to verify that individuals involved in providing child care in positions of trust are not prohibited doing so under the *Child Care and Early Years Act, 2014* (CCEYA) and do not have a criminal history that may put children in care at risk.

This policy sets out additional measures to protect children while a Vulnerable Sector Check is being obtained, which help to reduce risk where there is a gap between the time an individual starts interacting



with children and the time, they provide their vulnerable sector check (VSC). This policy is intended to fulfill the obligations set out under Ontario Regulations 137/15 for staff screening and police record checks.

Procedure:

Vulnerable Sector Checks (VSCs)

St. George's School Age Child Care Programme will obtain a VSC from the following individuals in accordance with the timelines indicated below.

Individuals

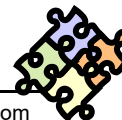
Employees, volunteers, and students who interact with children.

Timeline

- Before beginning employment or otherwise interacting with children;
- On or before the 5th anniversary after the date the most recent VSC;
- After any break in the relationship with the licensee that has lasted 6 or more months, before the relationship resumes; and
- After any break in the relationship with the licensee that has lasted less than 6 months, only if a VSC would have been required during the break, before the relationship resumes.
- All VSCs will be reviewed by the Executive Director or Assistant Director to ensure that they are:
 - Conducted by a police service from the city or town in which the person lives, where applicable;
 - Prepared no earlier than six months before the day it was obtained by St. George's School Age Child Care Programme for employees (see exception below for students and volunteers);
 - The original documents (i.e. not a photocopy, see exception below for students and volunteers);
 - Not altered;
 - Clear and legible;
 - Provided in English or a certified translated copy into English must be provided
 - Complete (no information missing or cut off);
 - Inclusive of all information required about Criminal Code (Canada) convictions are set out in section 9 of the CCEYA.

Exemptions (the following exceptions will apply to volunteers and students only:

- VSCs for volunteers and students that are performed more than six months before the day they are provided to the child care centre will be accepted as long as the VSC is less than 5 years old from the date it was performed to the child care centre. In these cases, the volunteer/student will also be required to provide the child care centre with an offence declaration addressing the period since the day the VSC was performed.
- St. George's School Age Child Care Programme will accept a photocopy of a VSC from a volunteer or student as long as it is less than 5 years old from the date was performed.
- **A Criminal record check (CRC)** will only be accepted in the place of a VSC where:



- Any statute of Ontario or Canada prohibits the disclosure of information contained in a VSC in respect of a person (e.g. information about persons under 18 years of age, pardoned offences, etc.);
- A police service will only issue a CRC, not a VSC, for an individual; and/or
- A licensee is a corporation and the director or officer does not interact with children at the child care centre.
- **A Criminal Record and Judicial Matters Check** will be accepted in place of a CRC but will not be accepted in place of a VSC.
- Any person who turns 18 while in a position where they interact with children at the child care centre will be asked by the Executive or Assistant Director to provide a statement disclosing every previous finding of guilt under the Youth Criminal Justice Act (YCJA) if they received an adult sentence. Where the individual confirms that there are no such findings, the Executive or Assistant Director will document the request and the individual's confirmation in their file.
- Any person who turns 19 while in a position where they interact with children at the child care centre will be asked by the Executive or Assistant Director to apply for a VSC within one month after their 19th birthday. That person must provide the child care centre with evidence that they have submitted a VSC application.
- All VSCs provided to St. George's School Age Child Care Programme must be intended for the position that the individual will hold (i.e. employee and volunteer positions). Where the VSC has not been provided for the correct position, it will not be accepted.
- There will be no exceptions made for individuals to obtain a police record check (e.g. for medical reasons).

Offence Declarations (ODs)

The Executive Director and/or Assistant Director is responsible for obtaining an OD from the following individuals in accordance with the timelines indicated below.

Individual

Employees, volunteers, students (including international students)

Timeline

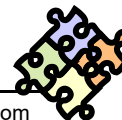
- Annually, no later than 15 days after the anniversary of the most recent VSC or OD;
- Where a VSC has been provided by a student or volunteer that is more than 6 months old and less than 5 years old before the individual starts interacting with children; and
- After any break in the relationship with the licensee that has lasted less than 6 months, only if an OD would have been required during the break, before the relationship resumes.

Individual

Other persons who provide child care or other services to children at the child care centre

Timeline

- If an attestation is not otherwise provided, prior to interacting with children; and



- Annually, no later than 15 days after the anniversary date of the most recent OD or attestation (if the person continues to provide such child care/other services).
- ODs will be obtained from the individuals mentioned above every calendar year except if the individual has to provide a VSC that year.
- Any individual whom the child care centre is required to obtain a VSC must provide ODs to the Executive or Assistant Director at St. George's School Age Child Care Programme as soon as reasonably possible any time they are convicted of any offence under the Criminal Code (Canada).
- Where the templates from [http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/GetFileAttach/3038E~1/\\$File/3038E.pdf](http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/GetFileAttach/3038E~1/$File/3038E.pdf) is not used, St. George's School Age Child Care Programme will ensure that every OD includes all the following information:
 - The name of the individual who is making the offence declaration;
 - The date of the last VSC or OD, or date of 18th birthday (whichever is most recent);
 - A list of all of the individual's convictions for offences under the *Criminal Code* (Canada), if any, from the date of the last VSC or OD (whichever is more recent), or a statement that the individual has not been convicted of any offences under the *Criminal Code* (Canada);
 - The date the OD was made; and
 - The signature of the individual who is making the offence declaration.
- The Executive Director or Assistant Director who received an OD from the individual will review it and keep it on file at the child care centre in a secure location for three years after it was created.

Attestations

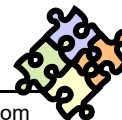
The Executive Director is responsible for obtaining an attestation from the following individuals in accordance with the timelines indicated below.

Individual

Other persons who provide child care or other services to children at the child care centre.

Timeline

- If an offence declaration is not otherwise provided, prior to interacting with children; and
- Annually, no later than 15 days after the anniversary date of the most recent OD or attestation (if the person continues to provide such child care/other services).
- All attestations will be from the person's employer or the person/entity who retained the person's services (e.g. a child's parent).
- Where the template from [http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/GetFileAttach/0387E~1/\\$File/0387E.pdf](http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/GetFileAttach/0387E~1/$File/0387E.pdf) is not used, every attestation will include the following confirmations:
 - the employer, person or entity has obtained and reviewed a VSC from that person;
 - the VSC was performed within the last 5 years; and
 - the VSC did not list any convictions for any offences under the Criminal Code of Canada which are listed in subparagraph 1 ii of subsection 9 (1) of the CCEYA.



- The Executive Director who received an attestation from an individual will review it and keep it on file at the child care centre in a secure location for three years after it was created.
- Where an individual needs to keep their original attestation, The Executive Director will review the attestation and create a true copy to keep on file at the child care centre.

Using Information Revealed in a VSC, OD and/or Attestation and Confidentiality

No individual will be hired as an employee, accepted as a volunteer or student, or be allowed to otherwise interact with children at St. George's School Age Child Care Programme if their VSC, OD and/or attestation reveals any of the following findings:

- Any conviction for an offence under the CEEYA;
- Any conviction under the following sections of the *Criminal Code* (Canada):
 - Section 151 (sexual interference);
 - Section 163.1 (child pornography);
 - Section 215 (duty of persons to provide necessities);
 - Section 229 (murder); and/or
 - Section 233 (infanticide);

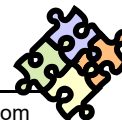
In addition, a person with other convictions under the Criminal Code (Canada) for offences that pose a high risk to the health, safety and well-being of children, families and other representatives of the child care centre will not be hired or kept as an employee, accepted or kept as a volunteer or student, or be allowed to otherwise interact with children at the child care centre. These include, but are not limited to:

- Physical or sexual abuse or assault;
- Manslaughter;
- Indictable criminal offences for child abuse;
- Convictions for any violent offence, whether or not it involved weapons;
- Offences which indicate a pattern of behavior which could create risk in terms of the role the individual is expected to play; and
- Current prohibitions or probation orders forbidding the individual to have contact with children under 16 years of age.

Any person with a work permit or work visa that indicates that the individual is not permitted to work with children will not be hired or kept as an employee, accepted or kept as a volunteer or student, or be allowed to otherwise interact with children at the child care centre.

Information about an individual's criminal record and history will be treated confidentially and every effort will be made to protect the privacy of staff, students, volunteers and any other person mentioned in this policy except when information must be disclosed for the purpose of implementing the procedures in this policy and for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

- All CRCs, VSCs, ODs, attestations and statements of findings of guilt under the YCJA will be kept in the filing cabinet.



Safeguarding Children

Anyone working in or providing licensed child care such as staff, volunteers and students who have been convicted of below-noted offences must notify their licensee immediately and cannot continue working in or providing child care.

Section 153 invitation to sexual touching	Section 172.2 agreement or arrangement sexual offence against a child
Section 153 sexual exploitation	Section 271 sexual assault
Section 153.1 sexual exploitation of person with a disability	Section 272 sexual assault with weapon, threats to a third party or bodily harm
Section 160(1)(2)(3) bestiality	Section 273 aggravated sexual assault
Section 162 voyeurism	Section 281 abduction of person under 14
Section 162.1 publication of intimate image without consent	Section 286.1(1) obtaining sexual services for consideration
Section 170 parent or guardian procuring sexual activity	Section 286.1(2) obtaining sexual services for consideration from an individual under the age of 18
Section 171.1 making sexually explicit materials available to a child	Section 172.1 luring a child

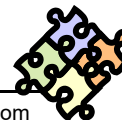
Additional Measures to Protect Children

Where appropriate, a person who has not provided a VSC will be allowed to start their employment or volunteer position, or otherwise start interacting with children if they apply to obtain a VSC as soon as possible and provide evidence of their application to the Executive or Assistant Director.

- Until a VSC is obtained, the child care centre will put additional measures in place to protect children who interact with a person who has not yet provided their VSC. Examples of the additional measures that will be used may include, as appropriate:
- verifying of the candidate's credentials (e.g. their standing with regulatory bodies) and;
 1. obtaining an offence declaration from the individual until a VSC is obtained;
 2. ensuring all interactions between the person and children are supervised at all times by an employee who has provided a clear VSC;
 3. monitoring and documenting the individual's behaviour and interactions with children on a weekly basis, at a minimum, by the supervisor, designate or lead RECE in the program room(s) in which the individual works, where appropriate;
 4. ensuring the individual is not left alone with children
- If a VSC is not provided within three months of their start date, the child care centre will place the staff on a temporary unpaid leave until they receive their VSC, except in extenuating circumstances where evidence is provided that indicates that the delay for obtaining a VSC is out of the individual's control.

M.14.1 POLICE RECORD CHECK PROCEDURES

A. Obtaining a PRC (I.e. VSC or CRC as applicable)



Process and Responsibilities

3. The person from whom a PRC is required must:
 1. apply for a PRC from the local police department where the individual resides, submit the required fee for a PRC; and
 2. provide the evidence of application (where there is a delay in processing the application) to the Executive Director; or
 3. provide the original PRC to the Executive Director for review prior to starting the position or otherwise interacting with children, or within three months if the person has been allowed to start their position or interact with children.
4. Upon receipt of a PRC, the Executive Director must:
 1. confidentially review the PRC to ensure that it meets the requirements outlined in this policy;
 2. where the individual needs to keep their original PRC, create a true copy of the document to keep on file at the child care centre for three years after the true copy was created; and
 3. place the PRC (original or true copy, where applicable) in a secure location at the child care centre with limited access.
5. 6 months before a new VSC is required, the Executive Director must:
 1. notify the individual(s) who need to provide a new VSC in writing and require them to apply for a new VSC; and
 2. obtain a new VSC from the individual(s) no later than the 5-year anniversary date of the most recent VSC.

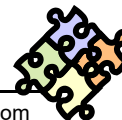
How to create a true copy of a PRC:

6. Make a complete and legible photocopy of the original PRC;
7. Make a true copy statement on the photocopy by:
 1. Writing "Original received and reviewed by:" and printing the full name of the individual who received and reviewed the original PRC;
 2. Writing "Date received and reviewed:" and printing the full date the PRC was received and reviewed; and
 3. Signing the true copy statement (the signature must be that of the individual who received and reviewed the PRC).

B. Submitting an Offence Declaration

Process and Responsibilities

1. The Executive Director or designate must:
 - i. Make the OD template available at all times at the child care centre to individuals who are required to complete an OD; and
 - ii. When the anniversary date for a previous OD is approaching provide a reminder to the individual in writing and the OD template.
2. The individual who is required to provide an OD must:



- i. Complete either the template available online or at the child care centre, or complete their own OD that contains all the required information;
 - ii. Provide the completed OD to the Executive Director no later than 15 days after the anniversary date of the most recent OD.
3. Upon receipt of an OD, the Executive Director must:
 - i. confidentially review the OD to ensure that it meets the requirements outlined in this policy; and
 - ii. Place the OD in a secure location at the child care centre with access limited.

C. Obtaining an Attestation

Process and Responsibilities

8. The Executive Director must inform any 'other person' that an attestation is required prior to interacting with children.

Upon receipt of an attestation, the Executive Director must:

4. confidentially review the attestation to ensure that it meets the requirements outlined in this policy; and
5. Place the attestation in a confidential file in a securely locked cabinet with access limited to the licensee or designate only.

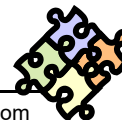
Where the immediate health and safety of the children are a concern (e.g. a PRC, OD or attestation reveals that an individual has been convicted of child pornography), the licensee or designate will:

- follow the serious occurrence policies and procedures;
- notify the local Children's Aid Society immediately in accordance with "duty to report" obligations under the *Child, Youth and Family Services Act, 2017* or subsequent legislation; and
- notify other authorities (e.g., College of Early Childhood Educators, Consolidated Municipal Service Manager/District Social Services Administration Board, local police service, local public health, etc.), as applicable.

M.15 STATUS & STANDING POLICY

Policy Statement:

It is the policy of St. George's School Age Child Care Programme to recruit and employ qualified Registered Early childhood Educators who are in "good standing" with the Ontario College of Early Childhood Education.



Procedure:

The following policy applies to all staff that are employed as Registered Early Childhood Educators at St. George's School Age Child Care Programme.

In accordance with the Child Care and Early Years Act, 2014, any employee employed as an Early Childhood Educator must be a Registered Early Childhood Educator in "Good Standing" with the Ontario College of Early Childhood Educators and has completed a post-secondary program of studies approved by a director.

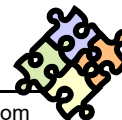
It is the employee's responsibility to maintain their registration to be in "Good Standing" and to be certified by the College of Early Childhood Educators.

In recognition of the amendment to section 54 of the Regulation effective on September 1, 2017, respecting the portion of employees who are required to be qualified, no employees are to be terminated to satisfy the requirement O.Reg. 126/16, s.36(2).

While employed at the Programme, Registered Early Childhood Educators are expected to:

- Understand and adhere to the standards of practice set out by the College of Early Childhood Educators Act 2007, Code of Ethics and Standards of Practice (2017) and the Child Care and Early Years Act, 2014;
- Renew their registration with the College of Early Childhood Educators annually;
- Avoid any actions that can be defined as a conflict of interest, breach of confidentiality as outlined in the Policies and Procedures, College of Early Childhood Educators Code (2017) and Child Care and Early Years Act (2014); and
- Avoid any actions that could be construed as professional misconduct as defined by the College of Early Childhood Educators.
- Keep up-to-date with new developments in child care, the College of Early Childhood Educators membership requirements and participate in ongoing professional training.
- Registered Early Childhood Educators must inform the Executive Director of any changes in status regarding their registration with the College of Early Childhood Educators, including:
 - Any investigation of professional misconduct, incompetence, and/or incapacity relating to their practice of Early Childhood Education
 - Any finding of professional misconduct, incompetence and/or incapacity relating to their practice of Early Childhood Education
 - Any suspicion for professional misconduct, incompetence, and/or incapacity relating to their practice of Early Childhood Education
 - Any limitations or loss of certificate of registry due to professional misconduct, incompetence, and/or incapacity relating to their practice of Early Childhood Education
 - Suspension or revocation due to non-payment of registration fees

Registered Early Childhood Educators who have been reinstated following a suspension and have been cleared to return to work must provide:



- Documentation confirming good standing
- Certificate of Registration to practice as a Registered Early Childhood Educator

M.16 VOLUNTEERS AND STUDENTS

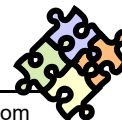
Policy:

Volunteers and students are an integral part of our care giving team and greatly contribute to the quality of service delivered to the children in our care. St. George's School Age Child Care Programme is committed to the safety and wellbeing of the children in our care and maintains supervision guidelines for all volunteers and students.

1. This policy has been designed to meet the requirements as outlined under regulation the Child Care and Early Years Act, 2014 and by the Ministry of Education for the development and implementation of the supervision of volunteers and placement students at St. George's School Age Child Care Programme.
2. Only employees of St. George's School Age Child Care Programme will have direct unsupervised access to children.
3. Volunteers and students may not be counted in the staffing ratios.
4. Volunteers and students do not have unsupervised access to children
5. No child is supervised by a person under 18 years of age
6. St. George's School Age Child Care Programme is responsible for the implementation, review and evaluation of this policy.
7. St. George's School Age Child Care Programme is responsible for orientation procedures to help students and volunteers understand the operation of the program and the expectations for their placement / volunteer experience.
8. The volunteer and student orientation will include the required policy and procedure reviews set out in the O. Reg. 126/ 16 s. 12
9. This policy aligns with the College of Early Childhood Educators Code of Ethics and Standards of Practice (2017) and O. Reg. 223/08 under the *Early Childhood Educators Act, 2007*, Professional Misconduct.
10. Parent / Guardians are welcome to visit the Programme at any time and are required to sign in upon arrival at the front with the school.
11. Under subsections 57(1) 1 and (2) Health Assessments and immunization, all placement students and volunteers must have a health assessment and immunization completed as directed by the local medical officer of health prior to starting their placement or volunteer hours.

Procedure:

1. The Executive Director shall review this Policy annually and will ensure that the policy is reviewed with employees and with volunteers or students who will be providing care or guidance at St. George's School Age Child Care Programme before they begin employment or volunteering / placement and at least annually thereafter.



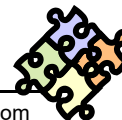
2. Staff, volunteers and students will be required to sign and date the review of the policy on an annual basis.
3. O. Reg. 137/15 under the Child Care and Early Years Act, 2014 requires that:
 - The Program Statement, Implementation and Monitoring are reviewed with volunteers or students who will be providing care or guidance at St. George's School Age Child Care Programme before they begin providing that care or guidance and at least annually thereafter.
 - There is a written procedure for monitoring the Compliance to Policies, Procedures, Individualized Plans and Contraventions of Prohibited Practices, practices of volunteers or students who provide care or guidance at St. George's School Age Child Care Programme.
 - The individual plan for a child with anaphylaxis and the emergency procedures are reviewed by volunteers and students who will be providing care or guidance at St. George's School Age Child Care Programme before they begin that care or guidance and at least annually thereafter.
 - Criminal reference checks are required for all volunteers and students having direct contact with children at St. George's School Age Child Care Programme. Refer to M.14 Criminal Reference Check Policy.
4. The Executive Director, Assistant Director and/or senior RECE will be designated to supervise, orient and mentor the volunteer or student. The designated supervisor of the student is responsible for reviewing with the volunteer or student any documentation or requirements of their field placement prior to commencement of placement.
5. All volunteers and students are required to read and have an understanding of all policies and procedures of St. George's School Age Child Care Programme. At the volunteer / student orientation, volunteers will receive a copy of the Parent Handbook and will be informed by the designated supervisor about St. George's School Age Child Care Programme's policies and procedures and needs of individual children. Any questions or concerns must be addressed by the designated supervisor prior to volunteer / placement commencement and during as required.

M.17 PROGRAM STATEMENT

The Program Statement replaced the Behaviour Management Policy under the Day Nurseries Act on programming and pedagogy as issued under subsection 46(1) in the Child Care and Early Years Act, 2014.

St. George's School Age Child Care Programme is dedicated to supporting children's learning, development, health and well-being. Our programs are consistent with the Ministry of Education Policies, pedagogy and curriculum. Some of the Ministry documents we reference in our programs include:

- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- Child Care and Early Years Act, 2014 (CCEYA) came into effect on August 31, 2015 and replaces the Day Nurseries Act and establishes new licensing guidelines governing child care in Ontario
- Think Feel Act: Lessons from Research About Young Children
- Ontario Early Years Policy Framework – Modernizing of Child Care and transforming service delivery to provide a seamless experience for children and families.



- Ontario Early Learning Framework – Early Learning for Every Child Today: A Framework for Early Childhood Settings (ELECT)

Our Program Statement is a guide for staff, regarding quality children's programming and pedagogy (how children learn) and is based on research and worldwide practices. It outlines goals, strategies and practices that guide professional and respectful interactions with children, parents and colleagues that support positive experiences and outcomes for children.

- This policy will be reviewed and updated annually or as necessary to incorporate best practices and encourage compliance.
- New staff, students and volunteers will be orientated to this policy at the commencement of employment/placement and will review annually thereafter.

The Philosophy and Programme Statement of St. George's School Age Child Care Programme is based upon "How Does Learning Happen? Ontario's Pedagogy for the Early Years 2014" (HDLH). It is grounded in current research in early child development.

To read the Minister of Education's Policy Statement go to:

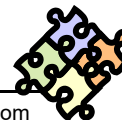
<http://www.edu.gov.on.ca/childcare/pedagogy.html>

"How Does Learning Happen? Ontario's Pedagogy for the Early Years" (HDLH) and "Early Learning for Every Child Today; A Framework for Ontario Childhood Settings" (ELECT)". The term pedagogy refers to the process of reflection, understanding and supporting effective learning practices and provides a framework for building quality programs. They support children's learning along a developmental continuum, which provides seamless transitions as children progress from one program to another i.e. kindergarten, and other school age programmes.

Statement of Principles

ELECT sets out six principles based on values, beliefs, experiences and current research that guide practices in early year's settings. St. George's SACCP endeavours to foster the following guiding ELECT principles:

- Positive experiences in early childhood that set the foundation for lifelong learning, behaviour, health and well-being.
- Partnerships with families and communities which are essential.
- Respect for diversity, equity and inclusion.
- An intentional, planned program that supports learning.
- Play and inquiring learning approaches that capitalize on children's natural curiosity and exuberance.
- Knowledgeable, responsive and reflective educators.



“How Does Learning Happen? Ontario’s Pedagogy for the Early Years” sets out goals for the children, expectations for the programs and is organized around four foundations of learning that is critical for the children’s growth and learning. **St. George’s SACCP view children as competent, capable, curious and rich in potential. O. Reg. 126/ 16, s. 32 (1). Educators promote these foundations of learning in an inclusive environment to support children to “be the best they can be”, regardless of age, ability, culture, sex, creed and other grounds as outlined in Ontario Human Rights Code, 1962.**

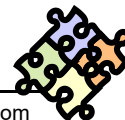
- Every child has a sense of **belonging** when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health and **well-being**.
- Every child is an active and **engaged** learner who explores the world with body, mind and senses.
- Every child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

St. George’s School Age Child Care Programme plays an important role in supporting children’s learning, development, health and well-being. We believe that children grow, flourish and succeed in programs that focus on active learning through exploration, play and inquiry. Through this active learning process, children learn that they are capable, and that they are able to make decisions and solve problems about activities that are meaningful to them. Children learn best when they are interested and engaged in indoor and outdoor play experiences that encourage and support exploration and manipulation of materials of their own choosing and interests.

Children are supported in different stages of play, including solitary, parallel and social play by having access to a variety and sufficient quantity of multicultural and anti-bias materials, toys and equipment. At all ages and stages children benefit from playing alone and exploring their own interests. When playing with other children, social skills are learned and practiced. Play is a child’s most natural way to learn in a variety of ways.

- play develops curiosity and self-determination
- play builds knowledge of ourselves and social-emotional development
- play builds self-esteem, a sense of personal power and problem -solving skills
- play builds language and communication skills
- play builds cognition and general knowledge
- play builds both small and large muscles

St. George’s SACCP provide a variety of positive learning experiences that support child initiated learning and adult supported experiences. Comfortable daily routines provide consistency and include active play and exploration that build natural curiosities and support holistic development; indoor and outdoor experiences that promote perceptual-motor and motor development; and opportunities for rest



and quiet time that consolidate learning.

Daily programming is developed and adapted by the staff to reflect children's individual stage of development and interests. These learning experiences are based on observations of each child and on the staff's knowledge and training regarding child development and learning. We believe that it is important to incorporate flexibility in our programming, to provide for extended learning experiences and include children in the planning process so that children can explore their natural curiosities and extend their capabilities.

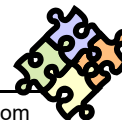
Children can explore, try new things, all the while learning and developing at their own pace. St. George's SACCP staff are responsible for supporting the children's individual needs and strive to consistently provide a high-quality early learning experiences and nurturing environment to support children to reach their full potential.

Daily Learning

Educators develop, plan and implement weekly program plans to guide the children's learning. These plans, in addition to daily schedules are posted in all activity rooms. A typical day includes free play, creative activities, STEM (Science, Technology, Engineering and Math) activities, snack and outdoor play (weather permitting). Children are involved in meeting time for discussion, enjoyment of stories, music and reflection; small and large play activities; activities that promote cognition and general knowledge; exploratory/ inquiry activities; and dramatic arts. During free play time children have choices of games, sensory play (water, sand, playdough etc.), crafts, books, puzzles and toys. Creative activities include cutting and pasting, drawing, painting, finger-painting and crafts. Emphasis is placed on the process of creativity, participation and enjoyment and less on the product.

Outdoor play provides opportunity for the development of perceptual-motor, gross motor development, organized sports, team work and cooperation. Educators also offer suitable large motor activities or alternate activities in the indoor play area during inclement weather, based on weekly Outdoor/ Alternate Plan. Communication, language and literacy skill development are incorporated in all program activities by having a variety of books, buddy chatting time, story time, dramatic arts, meeting/ circle time, music/ songs and creative movement.

Special celebrations, including Easter, Valentine's Day, St. Patrick's Day, Thanksgiving, Halloween and Christmas/ Festival of Lights/ Hanukkah, New Year's, Chinese New Year, Black History Month and



other multicultural events and holidays are also celebrated, so that the children can share their cultures, feel respected and to promote an inclusive learning experience.

Health, safety, nutrition and well-being of children

The health and safety of the children in our care, the parents, staff, volunteers and our school partners are of the utmost importance. St. George's SACCP strives to meet and to exceed health and safety requirements of the Ministry of Education and local government bylaws. This information is also discussed in our policy manual.

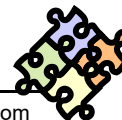
Educators welcome and conduct a daily visual health check of each child when they arrive in to the program. This may also include speaking with the child to find out how they are doing and communicating with parent about the child's well-being. Special attention is provided when parents communicate special consideration about the child's well-being and educators will communicate with the parent upon pick-up about the child's day.

A health and safety environment is of utmost importance for the quality of the program for the children, parents, staff, volunteers. Health and safety checks is conducted daily to ensure that the programme and facility meet regulatory guidelines, including playground safety checks, electrical outlet safety plugs, checking the fridge/ freezer temperature, ensuring that no hot beverages are brought into the programme etc.

St. George's SACCP understands the importance of physical and mental health and wellness in the children. We incorporate goals in our program that nurture children's healthy development and support self-care, sense of self, and self-regulation skills. St. George's SACCP staff observe and document patterns in children's health and work in partnership with the parents to share information about the child's health, safety and nutrition that may impact their well-being, learning and ability to participate. We promote handwashing prior to snack time and as needed to maintain proper hygiene and infection control practices. Washroom use is promoted upon need and the children are encouraged to use the washroom when they arrive from school and before going outdoors. Children are supported to have positive experiences by offering a safe and nurturing environment where they can be themselves and have a sense of belonging.

Self-regulation is guided by:

- understanding child development so that educators have reasonable expectations of the children.
- offer comfortable and safe routines.
- offering reasonable choices so that the child is an active participant in the learning process.
- setting appropriate limits that promote health and safety.
- allowing the child to learn from mistakes through trial and error.
- redirecting the child or offering another activity of choice.



- involving the children in resolving problems by discussing the problem with the other child(ren) i.e., what do you think we could do to solve this problem? Using the 6 steps of problem solving as needed.
- allowing the children to try again and make reparations where appropriate. Children should not be forced to say sorry but if they feel that this is the way to solve the problem, they are supported to do so.
- develop, plan and implement interesting activity plans based on observations and the children's interests.

A daily nutritious snack based on the Canada's Food Guide is provided as outlined on the snack menu. Alternate snacks for children who have food allergies or food restrictions are also provided on the menu. Snack is offered on an open table and children are encouraged to help themselves, sit and eat snack when they are hungry. This allows the children choices, promote smooth transitions and reduce disruptions to play. A jug of water is made available so that the children have access to drinking water as needed.

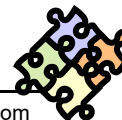
An outdoor play time of at least 30 minutes is offered daily, weather permitting.

Each child is given individual attention during our program and made to feel comfortable and valued by our staff and their peers. As part of contributing to building a healthy, balanced sense of self and relationships with peers we foster prosocial behaviours including respect, empathy, compassion, cooperation, sharing, turn taking and responsibility.

Relationships among children, families, staff and community partners

St. George's SACCP strives to provide a high quality, supportive, family-centered program in a warm, safe and responsible environment. We foster collaborative and co-operative relationships among families, children, staff and the school community. Our goal is to create a sense of belonging and build a partnership with families by establishing trust and engaging in ongoing, positive and effective communication with parents about the program and their children. St. George's SACCP involves local community partners to support the children, their families and our staff by seeking opportunities for joint professional learning opportunities; providing information about community resources that build healthy families; supporting parent involvement in community activities, events and celebrations; and making connections with community partners to find opportunities for children to make a contribution i.e., display artwork for local community event.

Families are valued as active participants and contributors in the program and provide diverse social, cultural and linguistic perspectives. We see families as experts who know their children better than anyone and have important information to share about how to best care for their children. Parents are welcome to arrange informal or formal meetings to discuss any areas of concern and/or to share important information regarding their children. Families are informed about the Policies and Procedures of the programme in the Parent Handbook and are partners in maintaining ongoing face-to-face, telephone, written or e-mail communications with the staff, in regard to the program, daily schedules, activity plans and their children's growth, development and learning. Parents are welcome to volunteer to serve on the



Board of Directors, participate in the Annual General Members Meeting and contribute their ideas of things that they would like to see by submitting suggestions to the Executive Director.

Educators plan a variety of activities to celebrate special cultural events and religious holidays of the diverse community that St. George's SACCP represents. Parents who wish to share religious or cultural holiday traditions are welcome to come in and do a special presentation with your child and/or contribute a special activity. Please feel free to arrange your special event with the Executive Director.

Positive Self-Expression, Communication and Self-Regulation

We promote children's communication, self-expression and self-regulation within all aspects of our programs. St. George's SACCP strives to be an inclusive environment that focuses on active play-based learning, where children are encouraged to explore their natural curiosities and interact while expressing themselves in a variety of ways that support their individual learning style. Educators seek understand, support, encourage, document and respond to the many ways in which children express themselves, articulate their idea and utilize a variety of communication strategies.

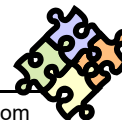
Educators encourage the children to interact and communicate in positive ways and support their ability to self-regulate by building mutually, trusting relationships with the children. Staff build on the children's strengths, support their developmental needs and use open-ended questions to promote confidence in their abilities to make appropriate decisions and to problem solve. Bulletin display boards are used to display photographs, document how the children learn and to communicate the children's expression of what they have learned.

Staff support, respect and reflect children's home language and culture in our programs. We welcome children of all abilities and believe that respect for diversity, equity and inclusion is vital for optimal development, sense of belonging, well-being and learning.

St. George's SACCP ensure there is an up-to-date individual support plans for each child with special needs who have developmental or physical challenges to foster an inclusive learning environment, in which every child can participate. A description of the supports or aids or adaptations needed and instruction on how to use the supports or aids provide meaningful information for staff to best care for the needs of the child. The individual support plan is developed in consultation with the parent, child (if appropriate for child's age and development), child worker and health professional who will keep the staff informed of the plan and any changes to the plan. St. George's SACCP view the diversity of children and families as an asset, and plan programs to reflect the unique needs of the children and to foster and enrich inclusive learning environment.

Documenting and Reviewing the Impact of St. George's SACCP Programming

Documentation is such a powerful tool for educators, families and the children in our care. We recognize that pedagogical documentation is a wonderful way for our staff to learn about how children think and



learn. Program staff will use documentation through observation, planning, reflection and evaluation as a tool to capture the rich experiences and learning that occurs daily and to aid in their future planning. Documentation also allows us to value children's experiences, reflect on those experiences, co-plan with the children about learning, to keep an open and ongoing dialogue with families about their children's experiences, as well as an opportunity for self-reflection for staff.

Our staff recognize and value the uniqueness in every child. They engage with the children as co-learners and provoke their curiosity while guiding positive interactions. They know how to support children's emotions, when to intervene and how to stimulate further thinking. Our staff are committed to building self-awareness and regularly reflect on the practices and the program as they engage in new learning experiences, both individually and with colleagues.

St. George's SACCP is committed to hiring, training and providing fair compensation to staff. We see our educators as knowledgeable, reflective, resourceful and rich in experience and we value the experiences and environments they create for the children. We believe that effective educators are always learning and support our staff with continuous professional development through meetings, workshops and seminars as the opportunities arise.

St. George's SACCP's Program Statement is reviewed on a regular basis with the staff during individual or team meeting to reflect on and evaluate the impact of the strategies set out in the Program Statement on the children and their families. It is also reviewed annually by the Executive Director to ensure that it is aligned with the Minister's policy statement and any new and relevant legislation.

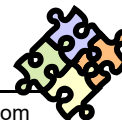
M.17.1 PROGRAM STATEMENT IMPLEMENTATION POLICY

St. George's SACCP is committed to supporting children to grow to their fullest potential in a safe, caring and nurturing environment. The program statement describes our specific goals for children's learning and development, and the approaches that will be implemented.

Pedagogical Documentation

St. George's SACCP educators conduct observations on each of the children and make daily records in the room log books or electronic communication log. The observations serve to capture the children's interests, inquiries and discoveries. Based on these observations the educators will determine the children's interests and have meetings with the children to further discuss these interests. The staff will research, develop and plan enriched activities based on observations to provide learning experiences that extends the children's thinking and learning.

Educators will create pedagogical documentation that demonstrates children's thinking and learning. Documentation may take many forms, such as photos with learning stories, creative work samples, etc. Documentation will be displayed in the classrooms and shared with parents.



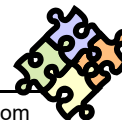
Monitoring Practices include:

- Ensuring ongoing and effective communication with families that promote the sharing of information about the child's growth, development and learning.
- Program planning reflections of what went well, what can be improved, any changes to program plans and extended activities ideas.
- Providing coaching and guidance for staff to engage in ongoing reflective practice and collaborative inquiry with other staff members.
- Tracking all mandatory and supplemental training completed by each staff.
- Compliance with Monitoring Expectations to implement the approaches specified in the Program Statement and Contraventions of Policies and Procedures and Prohibited Practices.

Roles and Responsibilities

The Executive Director will:

- Ensure that the parent handbook including the Program Statement is made available to any parent interested or enrolled in the program and will provide a hard copy of any significant changes to the Program Statement or other St. George's SACCP policies.
- Conduct a comprehensive annual review of the Program Statement, including the goals and approaches. Information gathered through the various monitoring practices will be integrated. A signed record will be kept of the review.
- Respond immediately to any concerns or commissions of prohibited practices observed or reported in consultation with the Board of Directors and appropriate authorities (as needed).
- Ensure all new staff, students and volunteers are oriented to the Program Statement before they interact with children. A signed record of the orientation will be kept.
- Conduct monthly staff meetings with the teachers to support them in their program implementation and to provide a forum for on-going learning for staff and an opportunity to contribute to the evolution of the program and overall effectiveness of the St. George's SACCP program.
- Review the Program Statement with all staff, students, and volunteers on an annual basis or any time there is substantive changes to the program statement. A signed record of the annual review will be kept.
- Provide coaching and guidance for staff to engage in ongoing reflective practice and collaborative inquiry with the team through documentation, conversations, staff meetings or individual meetings.
- Individual observations and performance reviews of all staff, students and volunteers will take place annually, accompanied by feedback and mentoring on their performance and teaching strategies.
- Discuss curriculum, Ministry of Education licensing, and quality assessments with staff and develop a plan of action to be implemented.
- Provide staff with opportunities to attend all mandatory and supplemental training. Track all training completed by each staff.



- Involve and support staff to make referrals and provided resources based on children's and families' requirements.
- Monitor all staff, students and volunteers for compliance with the approaches set out in the program statement and the commission of any prohibited practices through a combination of observation logs; reports from colleagues, parents, community partners; program plans and documentation.
- Immediately report any concerns or commission of any prohibited practices. Report to stakeholders including Board of Directors, Ministry of Education, municipal children's services, child protection agencies, College of Early Childhood Educators and professional colleges within established guidelines.
- Ensure all records are kept for 3 years.

Educators will:

- Engage in ongoing reflective practice and collaborative inquiry with team staff, students and volunteers.
- Participate fully in all discussions of the program, Ministry of Education licensing, and quality assessments with colleagues and assist in developing a plan of action to be implemented.
- Attend and fully participate in mandatory and supplemental training.
- Make referrals and provided resources based on the needs of the families.
- Immediately report any concerns or commission of any prohibited practices to the Executive Director. Report to child protection agencies within relevant established guidelines as outlined in Child Abuse Policy or Serious Occurrence Policy.

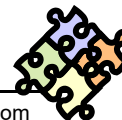
M.17.2 PROHIBITED PRACTICES

Young children benefit from an affirming approach that encourages positive interactions with other children and nurturing adults. Research shows that children who attend programs where they experience warm, caring and supportive relationships are happier, less anxious and more motivated to learn than those who do not.

Experiencing positive relationships in early childhood also has significant long-term impact on the child's physical and mental health, and success in school and beyond. The Program Statement sets out approaches that support positive interactions between children, families, staff and the community

To protect the emotional and physical well-being of children the following prohibited practices as outlined by the CCEYA, 2014 (s.48) are NOT PERMITTED under any circumstances:

- Corporal punishment of the child;
- Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;



- Locking the exits of the child care center or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless that confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- Depriving the child of basic needs including food, drinks, shelter, sleep, toilet use, clothing or bedding; or
- Inflicting any bodily harm on children including making the children eat or drink against their will; or
- Sexual abuse, sexual misconduct or engaging in a prescribed sexual act, as those terms are defined in the *Early Childhood Educators Act, 2007*. O. Reg. 137/15, s. 48; O. Reg. 126/16, s. 34; O. Reg. 197/26, s. 15.

No employee or volunteer of the licensee, or student who is on an education placement with the licensee, shall engage in any of the prohibited practices set out in subsection (1) with respect to a child receiving child care. O. Reg. 51/18, s.19.

M.18 MONITORING COMPLIANCE TO POLICIES, PROCEDURES, INDIVIDUALIZED PLANS AND CONTRAVENTIONS OF PROHIBITED PRACTICES AND STAFF TRAINING

Purpose:

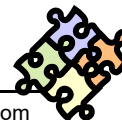
This policy sets out the process that will be followed to monitor the implementation of our policies, procedures and individualized plans on an ongoing basis.

The policy sets out how compliance and contraventions (non-compliance) with the policies, procedures and individualized plans listed below will be monitored, recorded and addressed.

This document is intended to fulfill the obligations set out under Ontario Regulation 137/15 for written policies and procedures for monitoring, recording and addressing compliance and non-compliance with policies, procedures and individualized plans for child care centres.

Policies and procedures required under the *Child Care and Early Years Act, 2014*:

- Playground Safety
- Anaphylactic policy
- Safe Arrival & Dismissal Policy
- Sleep Supervision
- Serious Occurrence
- Drug and Medication Administration



- Supervision of Volunteers and Students
- Program Statement Implementation
- Staff Training and Development
- Police Record Check
- Fire Safety and Evacuation
- Waiting List
- Parent Issues and Concerns
- Emergency Management

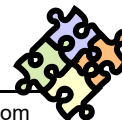
Individualized plans required under the *Child Care and Early Years Act, 2014*:

- Anaphylaxis
- Special Needs
- Medical Needs

Procedures:

1. Monitoring and Observations

- St. George's School Age Child Care Programme will monitor each staff, student and volunteer to assess whether policies, procedures and individualized plans are being implemented, as follows:
 - The Executive Director and/or Assistant Supervisor will observe and monitor the qualified staff in each program room (i.e. RECE or otherwise approved staff);
 - The Executive Director and/or Assistant Supervisor will observe and monitor other program staff (i.e. assistants);
 - The Executive Director and/or Assistant Supervisor will observe and monitor placement students; and
 - The Executive Director and/or Assistant Supervisor will observe and monitor volunteers.
- Monitoring and observations will be conducted on an ongoing basis through various means including, but not limited to:
 - participating regularly and informally in the program;
 - collecting feedback provided from parents and families; and
 - reviewing written documentation (e.g. medication administration forms, daily written record, attendance records, etc.).
- Monitoring will be conducted at different times of the day (e.g. morning, afternoon, periods of arrival/departure, rest periods, meal times, outdoor play periods, transitions, etc.) to observe that policies, procedures and individualized plans are being implemented as required for different parts of the program and daily routines.



2. Documentation and Records

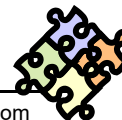
- Monitoring and observations will be recorded. Records of monitoring and observations may be documented.
- Documentation of observations will be completed at the time the observations are made or at least two times a year, and will include concrete examples of observed compliance and non-compliance.
- All records will be stored in the staff's files for at least three years from the date they are created.

3. Follow-up

- Any areas of concern with an individual's ability to comply with policies, procedures and individualized plans will be brought forward to the supervisor or designate.
- Executive Director will address their observations through a review and discussion with the individuals observed annually and will seek to or provide them with appropriate supports to achieve and maintain compliance (e.g. additional training).

4. Dealing with Contraventions of Policies, Procedures or Individualized Plans:

- St. George's School Age Child Care Programme will make every effort to clarify expectations and encourages staff, students and volunteers to raise their questions and concerns about implementing policies, procedures and individual plans on an ongoing basis to support clarity, learning, development and ongoing compliance.
- Progressive discipline may be used to address observed non-compliances with policies, procedures and individualized plans, taking into consideration the nature and severity of the incident, and the individual's history of previous non-compliances.
- Where a staff, student or volunteer is observed to be non-compliant, the licensee, supervisor or designate will take one or more of the following actions:
 - Inform the individual that a non-compliance was observed, including the review of any pertinent records or documentation that provide evidence of the non-compliance;
 - Re-review the relevant policies, procedures, and/or individualized plans with the individual;
 - Issue a verbal warning;
 - Issue a written warning;
 - Temporarily suspend the individual from their position at the child care centre for up to 2 weeks depending on The Board of Director's discretion;
 - Terminate the individual from their position;
 - Inform any relevant parties (e.g. College of Early Childhood Educators, College of Teachers, College of Social Work and Social Services, the contact person for the program from which a student has been placed, CAS, police, etc.); and/or
 - Report violations with the College of Early Childhood Educators' Code of Ethics to the College.



- Where an observed non-compliance meets the criteria for a reportable serious occurrence (e.g. an allegation of abuse or neglect), the serious occurrence policy and procedures will be followed.
- Where appropriate, the supervisor or designate will follow up with the family of a child in accordance with our policies and procedures on parent issues and concerns.

Contraventions of Prohibited Practices

St. George's School Age Child Care Programme complies with all regulatory guidelines for reporting to the Ministry of Education, municipal Children's Services and Child Protection Agencies. Any reports involving breach of the above prohibited practices are taken seriously and will be dealt with by the Executive Director in consultation with the Board of Directors. These prohibited practices will be reported to all governing platforms in relation to the staff's / volunteers/ placement students' associations, such as Ontario College of Teaching, and College of Early Childhood Educators.

Individuals who violate the prohibited practices and these procedures are subject to disciplinary or corrective action up to and including termination of employment, volunteer or student placement. Emergency services such as the Toronto Police Services may be called for statement and investigations.

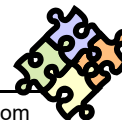
Staff Training and Development Policy

All staff hired by St. George's School Age Child Care Centre are to participate in the Assessment of Quality for Improvement program as mandated by the City of Toronto. All staff are to obtain and maintain their First Aid and CPR training, attend monthly meetings and professional development workshops annually. Staff are annually trained to review all Policies and Procedures implemented at St. George's School Age Child Care Programme, prior to the start of the school year and upon employment.

M.19 DEALING WITH CHALLENGING BEHAVIOURS

St. George's School Age Child Care Programme staff use a positive structured process to support children with challenging behaviours. We understand that all behaviour occurs for a reason. Once we identify the reason, we can use this information to develop strategies for success. Our staff use the following approach to resolving conflicts:

1. Approach calmly, stopping any hurtful actions.
 - Staff place themselves between the children, on their level.
 - They use a calm voice and gentle touch
 - They remain neutral, rather than taking sides
2. Acknowledge children's feelings.
 - "You look really upset."



3. Gather information.
 - “What’s happening? Why are you upset?”
4. Restate the situation.
 - “So, what’s happening is... You are upset because...”
5. Ask for ideas for solutions and choose one together with the children.
 - Staff engage with the children to develop child-initiated solutions.
 - “What can we do to solve this problem?”
6. Be prepared to give follow-up support.
 - Staff stay near the children.
 - “You solved the problem together!”
 - If the problem is not solved, start the steps again

**Adapted from: Educating Young Children, High Scope Press, 2002; M.Hohmann and D.Weikart.*

We connect proactively with families through dialogue and open communication to resolve issues by working respectfully together. If there is an ongoing area of concern regarding a child’s behaviour in the child care setting, the following steps should be followed:

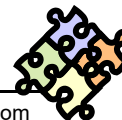
A. Identification and Documentation

1. All staff must document any incident or issue of concern on an on-going basis.
 - Documentation must indicate the date and time of the incident.
 - Documentation must be factual and objective.
 - Documentation should include events preceding the incident, the incident itself and an event following the incident.
2. Involved staff members and the Executive Director should discuss the issues and come to some preliminary conclusions regarding nature of the concerns and appropriate course of action.
 - Situation should be considered relative to all elements of the program i.e., program, environment, staff, peer interactions and child’s individual needs and developmental level.
 - Course of action and individual responsibilities should be assigned.

B. Informing the Parent

1. Any on-going issue or concern regarding the child’s behaviour should be discussed between the Executive Director and the parent.
 - Executive Director must discuss concerns and possible solutions with the parent. Executive Director should inquire as to whether any other agency or school is involved with the family.

Note: The only exception to this is in cases of suspected child abuse in the home. In these cases, the child abuse protocol must be followed.



- If another agency or school is involved, the parent should be asked to sign a release of information form.
- A case conference with other agencies and/or persons involved may be helpful

Note: until the parent has given written consent, we are not able to discuss the child's situation or obtain any written information from another agency.

- Executive Director should offer to assist and support any family in investigating potential resources.
- Protection or confidentiality and respect for the family's privacy must be considered at all times.

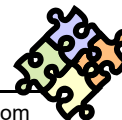
C. Obtaining Support and Consultation

1. Children's Services

- Executive Director Should contact the Children's Services Program Consultant for consultation regarding the situation.
- If the parent is not willing to involve an outside agency, but assistance is required for individualized programming for the child, the Program Consultant can provide consultation to the centre.
- If the staff feel that the behaviour is a result of inappropriate programming, staffing or the environment, the Executive Director, Assistant Director and Program Development Specialist can provide consultation to the centre.

2. External Agencies and Schools

- Support from an external agency or school can only be pursued by St. George's SACCP if the parent or legal guardian has signed the release of information form.
- Most agencies have waiting lists for assessment and intake and the Executive Director should prepare the family to expect a waiting period before receiving service.
- Most agencies prefer, and some will require, that the family contact them, however, the Executive Director can provide support to the parent by contacting the agency to find out what the intake process is; finding the appropriate contact person within the agency; allowing the parent to call from the child care centre.
- Once a child has been seen and accepted into an agency caseload, the Executive Director should investigate what, if any, support services are available to the centre through that agency e.g., child care consultation, visit by any specialized consultants.
- The Executive Director should ensure that there is regular on-going communication between the Child Care Centre and the agency and that any relevant assessment reports are made available to the centre. Follow-up communications may include the following:
 - Planning a staff meeting to discuss the Guidelines in a group setting.
 - Attending an organized workshop on how to manage challenging behaviours and referring to the Program Statement as the framework for discussion.



→ Inviting the Program Consultant or the Program Development Specialist to speak to all staff members.

M.20 ANTI-BIAS/ANTI-RACISM POLICY

Policy Statement:

St. George's School Age Child Care Programme is committed to the principles of equity so that children and their families have equal and fair access to the Programme's services.

Procedure:

Discrimination is considered a bias concerning a person's race, skin colour, ethnic origin or background, religious affiliation, gender, sexual orientation, economic class, disability or any other perceived difference presumed by an individual.

St. George's School age Child Care Programme actively maintains an environment that is free from bias, racist expressions or attitudes, and identifies challenges and eliminates racism in all forms. All staff, students, volunteers, parents/guardians, children or anyone else on the grounds of St. George's School Age Child Care Programme are not permitted to express discrimination against an individual associated with St. George's School Age Child Care Programme, including any child, parent/guardian, volunteer, or staff member.

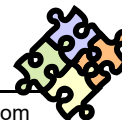
Any racial incident or human rights issue is considered a serious occurrence and must be reported to the Serious Occurrence Line. Failure to comply by this policy can result to disciplinary action which can result in termination of employment for staff or withdrawal from the Programme for parents/caregivers.

M.21 WORKPLACE VIOLENCE POLICY

Policy Statement:

St. George's School Age Child Care Programme (The Programme) is committed to ensure the health and safety of the children, families, employees, and visitors. Priority is given to protecting our employees and everyone associated with the Programme from violence and/or intimidating behaviours. Such conduct interferes with everyone's ability to perform their job and is not in keeping with the Programme's code of conduct of trust and mutual respect.

By working together, and giving the utmost attention to the safety and well-being of each other, we will meet our shared objective of a healthier and safer working environment for all.



Procedure:

The Programme employees, clients, parents and Board are entitled to have a work environment free from violence and intimidating behaviours as prescribed by the *Occupational Health and Safety Act*. This policy applies to all employees, clients and representatives of the Programme while in the workplace, during work related field trips or travel, or during any work related and/or social functions.

Employees are expected to assist the Programme in its attempts to prevent and eliminate violence in the workplace. The Programme will treat any form of violence that occurs in the workplace seriously irrespective of the alleged perpetrator's position.

Nothing in this policy limits an individual's right to file a complaint with the Ministry of Labour should they feel the situation warrants such action.

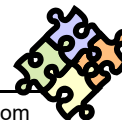
Definition

The *Occupational Health and Safety Act* defines workplace violence as:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- An attempt to exercise physical force against a worker, in a workplace that could cause physical injury to the worker;
- A statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Forms of Workplace Violence:

1. Violence by Strangers
 - Usually enters the place of workplace on the pretense of being a client
 - Normally commits robbery or another violent act
2. Violence by Clients/Parents
 - May be an expected or unexpected situation
3. Violence by Co-workers
 - Could include, current employee and supervisor, former employee and supervisor, a prospective employee, and may occur inside or outside the workplace
4. Violence by Personal Relations
 - This includes spouse, partner, relative, or friend and usually occurs when a personal dispute occurs with the worker and enters the workplace to harass, threaten, injure, or kill the employee



Behaviours Constituting Workplace Violence

Such threats or acts include, but are not limited to

- Harming or threatening to harm any employee or visitor
- Damaging or threatening to damage property or the property of any employee or visitor
- Possessing a dangerous weapon or incendiary device on property without prior authorization
- Engaging in stalking behaviour of any employee

Responsibilities of Board Members, Executive Director and Supervisors

- Assess risks of violence at the Programme
- Promote a non-violence workplace
- Provide employees with information and instruction regarding the workplace policy and program with respect to workplace violence including appropriate steps to be taken and investigation procedures
- Take every reasonable precaution for the protection of the worker
- Inform employees of potential risk situations
- Ensure employees understand who to contact regarding concerns about the policy or when to report an incident
- Model behaviour, which help support a positive work environment
- Ensure the workplace is free from violence
- Respond to complaints brought to their attention
- Respect the confidentiality and sensitivity of such issues
- Document all information and investigation results
- Request an investigation into allegations of violent situations be conducted; and
- If witnessing elements of a poisoned work environment, take action

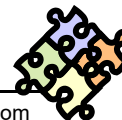
Responsibilities of Employees

- Compliance with this policy is the responsibility of all employees
- Employees must avoid any behaviour or conduct that could reasonably be interpreted as a violation of this policy
- Employees must maintain a work environment free from violence, and/or intimidation
- Call 911 if the situation warrants it and you find a peer or yourself in immediate danger

Process for Making Violence-Related Complaints

If employees have witnessed or experienced conduct which they believe to be inconsistent with this policy, they are a responsibility to:

- Confront person if situation warrants
- Call 911 if the situation warrants it and you find a peer or yourself in immediate danger
- Make the behaviour/actions known to the Executive Director or Assistant Director immediately



- A written record of the action/behaviour should be provided to the Executive Director including the dates, times, nature of the action/behaviour, and witnesses (if any)

Removal of a Person from the Workplace

Any person who makes substantial threats, exhibits threatening behaviour, or engages in violent acts against employees, visitors, or other individuals while on Programme property shall be asked to leave the premises. If the situation persists and there is eminent danger, a call is to be made to 911 to report about the situation. The person shall remain off the premises pending the outcome of an investigation.

Employees are not to remove individuals from the premises. Assistance must be requested from the Police Department. The Board of Directors is notified of the situation.

Investigation Process

- All complaints will be investigated promptly
- All those directly involved and witnesses will be spoken with
- Notes/statements will be prepared during each interview, reviewed by the person(s) being interviewed and signed for accuracy
- Reporting of the issue to the Serious Occurrence CCLS is completed within 24 hours and follow up report provided as required.
- Records or other documents relevant to the incident being investigated (this may include safety reports, incident reports, work schedules, injury logs, complaints and observation notes and may involve taking pictures of the scene) will be reviewed if necessary
- Relevant employment agreement language or organizational policies/procedures will be reviewed
- Depending on the scope of the investigation, employees may need to seek the assistance of the Executive Director
- A final summary/report of the investigation will be prepared

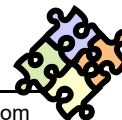
Corrective Action

Any employee found to have engaged in conduct that violates this policy will be subject to discipline, up to and including termination of employment. Allegations of acts of violence are very serious, therefore frivolous complaints found to have been made in bad faith or made for improper purposes will result in disciplinary action being taken against the complainant, up to and including dismissal.

Confidentiality

Employees should feel secure in knowing that their concerns will be handled discreetly and sensitively.

As such, employee issues will usually remain between the employee and their supervisor. On occasion, however, an investigation may require consulting with another employee, supervisor, Executive Director or Board members in order to ensure an appropriate resolution. In such cases, the employee will be consulted prior to involving others.



Reprisals

This policy strictly reprisals against an employee because s/he has brought forward a concern or has provided information regarding a concern under this policy. Any employee who commits or threatened reprisal against another employee for following this, or any of the Programme policies in good faith, may be subject to discipline, up to and including dismissal.

M.22 WORKPLACE HARASSMENT POLICY

Policy Statement:

At St. George's School Age Child Care Programme (The Programme), the health and safety of our employees is paramount. Priority is given to protecting our employees and our visitors from harassment and discrimination. Such conduct interferes with everyone's ability to perform their job and is not in keeping with the Programme's Code of conduct, which values trust and mutual respect.

By working together, and giving the utmost attention to the safety and well-being of each other, we will meet our shared objective of a healthier and safer working environment for all.

Procedure:

The Programme employees, clients, parents and Board are entitled to be treated with dignity and respect and have a work environment free from harassment and discrimination as prescribed by *The Human Rights Code* in Ontario and the *Occupational Health and Safety Act*. This policy applies to all employees, clients and representatives of the Programme while in the workplace, during work related field trips or travel, or during any work related and/or social functions.

Employees are expected to assist the Programme in its attempts to prevent and eliminate harassment in the workplace. The Programme will treat any form of harassment that occurs in the workplace seriously irrespective of the alleged perpetrator's position.

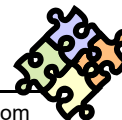
Nothing in this policy limits an individual's right to file a complaint with the Human Rights Commission or the Ministry of Labour should they feel the situation warrants such action.

Definition

The *Occupational Health and Safety Act* defines workplace harassment as "engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known unwelcome."

Harassment and discrimination can take the following forms including:

1. Discrimination – based Harassment



Includes any verbal or physical conduct, that may be reasonably be perceived as denigrating or showing hostility or aversion toward an individual because of the individual's race, colour, religion, gender, sexual orientation, national origin, age, disability, or other status protected by law, or because of the protected status of the individual's relatives, friends, or associates. This type of harassment includes, but is not limited to:

- A) Epithets, slurs, negative stereotyping, demeaning comments, including comments pertaining to a person's dress, accent or other cultural differences, or intimidating acts that are based on an individual's protected status; and/or
- B) Written or graphic material (whether by printed or electronic media) circulated within or posted within the workplace that shows hostility toward or is demeaning to an individual or group because of his or her protected status.

Sexual Harassment

Generally, there are two types of sexual harassments:

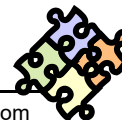
- a) Repeated sexual advances or solicitations made by a person where such person knew or ought reasonably to have known that the advance was unwelcome; and/or
- b) A reprisal or threat of reprisal for the rejection of a sexual solicitation or advance made by a person who is in a position to grant or deny a benefit.

Behaviours Constituting Harassment

- Differential treatment of employees or co-workers based on race, gender, ethnicity, etc.
- Verbal or written comments, jokes, teasing, and/or other communication of a sexual nature.
- Demeaning language based on gender or sexual preference.
- Graphic comments about an individual's body type.
- The use of sexually degrading words to describe an individual.
- The display of sexually suggestive objects and/or pictures in the workplace.
- Foul or obscene language and/or gestures.
- Unwanted physical conduct such as patting, pinching, and/or brushing up against another person's body.
- A promise of better treatment in return for sexual favours.
- Indirect or expressed threats for refusal of a sexual request.

Responsibilities of Board Members, Managers, and Supervisors

- Promote a harassment-free workplace.
- Provide employees with information and instruction regarding the workplace policy and program with respect to workplace harassment including appropriate steps to be taken and investigation procedures.
- Take every reasonable precaution for the protection of the worker.
- Ensure the workplace is free from harassment and discrimination.



- Respond to complaints brought to their attention.
- Respect the confidentiality and sensitivity of such issues.
- Document all information and investigation results.
- Request that an investigation into allegations of harassment be conducted where appropriate.
- If witnessing harassment or element of a poisoned work environment, take action.

Responsibilities of Employees

- Compliance with this policy is the responsibility of all employees.
- Employees must avoid any behaviour or conduct that could reasonably be interpreted as a violation of this policy.
- Employees must maintain a work environment free from discrimination, and harassment.

Process for Making Harassment Complaints

For less serious incidents of harassment, if employees have witnessed or experienced conduct which they believe to be inconsistent with this policy, they have a responsibility to:

Step 1:

- Make the objection known to the offender
- Ask the individual to stop the behaviour
- When an employee approaches another employee with a workplace harassment complaint/concern, he/she should clearly state that the perceived action/behaviour is viewed as harassment under the term of the Programme's policy.

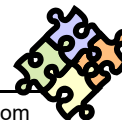
Step 2:

- In certain circumstances, it may be inappropriate, or the employee may feel uncomfortable in asking the individual to stop. In the case, the behaviour should be directly reported to their supervisor or the Executive Director.
- If the behaviour continues after making the objection known, or is more serious in nature, contact your Executive Director.
- A written record of the action/behaviour, and witnesses (if any)

Corrective Action

An employee found to have engaged in conduct that violates this policy will be subject to discipline, up to and including termination of employment. Allegations of harassment are very serious, therefore frivolous complaints found to have been made for improper purposes will result in disciplinary action being taken against the complainant.

Confidentiality



Employees should feel secure in knowing that their concerns will be handled discreetly and sensitivity. As such, employee issues will usually remain between the employee and their supervisor. On occasion, however, an investigation may require consulting with another employee, Supervisor, Executive Director or the Board, in order to ensure an appropriate resolution. In such cases, the employee will be consulted prior to involving others.

Reprisals

This policy strictly prohibits reprisals against an employee because he/she has brought forward a legitimate concern or has provided information regarding a concern under this policy. Any employee who commits or threatens reprisal against another employee for following this, or any of the Programme's policies in good faith, may be subject to discipline, up to and including dismissal for cause.

M.23 ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES

Policy Statement:

St. George's School Age Child Care Programme is committed to excellence in serving all clients including people with disabilities.

Assistive Devices

We will ensure that our staff are trained and familiar with various assistive devices that may be used by clients with disabilities while accessing our services.

Communication

We will communicate with people with disabilities in a respectful manner using the People First Language and provide for accommodations where necessary based on the individual needs of the person.

Service Animals

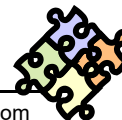
We welcome people with disabilities and their service animals. Service animals are allowed on the parts of our premises that are open to the public.

Support Persons

A person with a disability who is accompanied by a support person will be allowed to have that person accompany them on our premises. Monthly Programme fees will not be charged for support persons.

Notice of Temporary Disruption

In the event of a planned or unexpected disruption to services or facilities for clients with disabilities St. George's School Age Child Care Programme will notify customers promptly. This clearly posted notice will include information about the reason for the disruption, its anticipated length of time, and a description of alternative facilities or services, if available.



The notice will be placed on the parent information board and also at the parking lot entrance doors.

Training for staff

St. George's School Age Child Care Programme will provide training to employees, volunteers and others who deal with the public, in regard to supportive devices and Human Rights training.

Individuals in the following positions will be trained:

Executive Director

Assistant Director

RECEs

Qualified Staff

Early Childhood Assistants

Camp Staff

Volunteers

This training will be provided to new hires as part of the orientation process and will be reviewed annually thereafter.

Training will include:

- An overview of the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, 2005 and the requirements of the customer service standards.
- St. George's School Age Child Care Programme's plan related to the customer service standard.
- How to interact and communicate with people with various types of abilities.
- How to interact with people with disabilities who use an assistive device or require the assistance of a service animal or a support person.
- How to use wheelchairs or any other assistive devices available on-site or otherwise that may help with providing our services to people with disabilities.
- What to do if a person with a disability is having difficulty in accessing St. George's School Age Child Care Programme's services.

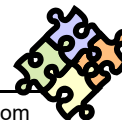
Staff will also be trained when changes are made to this plan.

Feedback process

Clients who wish to provide feedback on the way St. George's School Age Child Care Programme provides services to people with disabilities are encouraged to contact our Executive Director at 416-576-3731 or via email at stgprogram@gmail.com.

Clients and/or parents can expect to hear back within two business days.

Complaints will be addressed according to our organization's Communication and Resolution procedures.



Modifications of Policies

Any policy of St. George's School Age Child Care Programme that does not respect and promote the dignity and independence of people with disabilities will be modified or removed.

M.24 SUN SAFETY POLICY

Policy Statement

St. George's SACCP ensures that all staff members are aware of and follow standard sun safety recommended by Toronto Public Health.

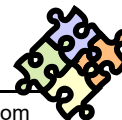
Children are at high risk for over-exposure to sunlight. Children receive up to 80% of their total UV life dose before the age of 18. Children have thinner skin and are more sensitive to UV rays.

UP to 80% of ultraviolet radiation passes through puffy, fair-weather clouds, haze, fog, and layers of thin, light cloud. The sun safety recommendations apply on cloudy and hazy days as well. A child can receive an additional 10-80% more UV if that child is on or near a surface such as sand, cement, water or snow that reflects the sun's rays.

Standard Sun Safety Recommendations

1. Limit the amount of time in the sun between 11 a.m. – 4 p.m.
2. Look for shaded areas or create shaded areas to do outdoor activities.
3. Wear clothing to protect as much skin as possible.
4. Wear a hat with a wide brim or with a flap to cover the back of the neck.
5. Put on UV protective sunglasses.
6. Use sunscreen with SPF 15 or higher that give protection from both UVA & UVB rays

UV Index	Category	Sun Protection Action
0-2	Low	Minimal protection needed is outside for less than one hour. Wear sunglasses on bright days.
3-5	Moderate	Cover up, wear hat, sunglasses and sunscreen if outside for 30 minutes or more.
6-7	High	Protection required. Reduce amount time in the sun between 11 a.m. and 4 p.m.
8-10	Very High	Take full precautions (see "high" category) and avoid the sun between 11 a.m. and 4 p.m.
11 +	Extreme	Very rare in Canada. Take full precautions and avoid the sun between 11 a.m. and 4 p.m.



M.25 SMOG

This policy is to ensure that St. George's SACCP staff are aware of the City of Toronto's Corporate Smog Alert Response Plan, which call on each City division to take action that reduces air emissions during smog alerts.

St. George's SACCP follows the below actions during a Smog Alert:

- Limit children's outdoor activities for the duration of the smog alert.
- Re schedule children's outdoor activities to occur early in the day, when air pollution levels may be lower; provide low level activities outdoors for short period of times only; provide plenty of water to prevent dehydration; avoid being in full sun when possible.
- Monitor children's comfort regularly. If children experience any symptoms, such as coughing, wheezing, chest tightness and/or difficulty breathing, reduce outdoor activity level or move children inside, preferably to an air-conditioned environment.
- Pay attention to children who have preexisting health conditions such as asthma.
- In the event of a smog alert, we will be notified by broadcast.

M.26 EMERGENCY MANAGEMENT POLICY

Purpose

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

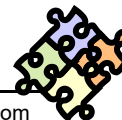
Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g., child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g., law enforcement, fire departments, emergency medical services, rescue services).



Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e., the operator).

Meeting Place: the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

Staff: Individual employed by the licensee (e.g., program staff, supervisor).

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery.

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: The Baseball Diamond

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: **CSI Church at 1315 Kipling Avenue, Etobicoke M9B 3N8. Proceed west along Princess Margaret Boulevard to Kipling Avenue. Go south on Kipling Avenue to CSI Church.**

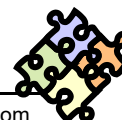
Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

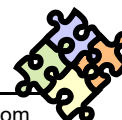
If in case of an emergency situation and the Executive Director is not on site at the child care centre, the Assistant director is to fulfil the supervisor's responsibilities during an emergency.

Procedures

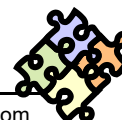
Phase 1: Immediate Emergency Response



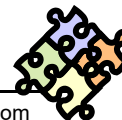
Emergency Situation	Roles and Responsibilities
Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.	1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the child care centre must: • remain calm; • gather all children and move them away from doors and windows; • take children's attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. 4) If possible, staff inside the program room(s) should also: • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. 5) The Custodian on duty will immediately: • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.
Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g., a shooting at a nearby building.	1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. 3) Staff in the program room must immediately: • remain calm; • take children's attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. 4) The Custodian on duty and Executive Director must immediately: • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.



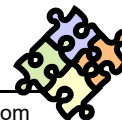
Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.	1) The staff member who becomes aware of the threat must: • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children's attendance to confirm all children are accounted for. A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel. B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.
Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g., fire, flood, power failure.	1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures. 2) Staff must immediately: • remain calm; • gather all children, the attendance record, children's emergency contact information any emergency medication; • exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions; • escort children to the meeting place; and • take children's attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions. 3) If possible, staff should also: • take a first aid kit; and • gather all non-emergency medications. 4) Designated staff will: • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the gym and ensure their required medication is accessible, if applicable; and • wait for further instructions. 5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.



Disaster – External Environmental Threat An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.	1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises. If remaining on site: 1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately. 2) Staff must immediately: • remain calm; • take children's attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. 3) The Custodian on duty and Executive Director must: • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the "Disaster Requiring Evacuation" section of this policy.
Natural Disaster: Tornado / Tornado Warning	1) <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i> 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. 3) <i>Staff must immediately:</i> • remain calm; • <i>gather all children;</i> • <i>go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</i> • take children's attendance to confirm all children are accounted for; • <i>remain and keep children away from windows, doors and exterior walls;</i> • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.



Natural Disaster: Major Earthquake	1) Staff in the program room must immediately: • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) Once the shaking stops, staff must: • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. 4) If possible, prior to exiting the building, staff should also: • take a first aid kit; and • gather all non-emergency medications. 5) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 6) Designated staff will: • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the gym and ensure their required medication is accessible, if applicable; and • wait for further instructions. 7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.
--	---



Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, the Executive Director or designate must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:

Emergency Fire/Police/Ambulance: 911

Local Police Department: 416 808 2200

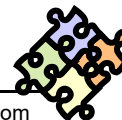
Ambulance: (416) 967-4244

Local Fire Services: (416) 338-9050

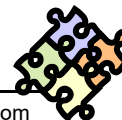
Site Supervisor: Cell: 416 576-3731

Ministry of Education Program Advisor: Helen Sipione 905-251-8074

- 4) Where any staff, students and/or volunteers are not on site, The Executive Director must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 5) The Executive Director must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.



8a) Procedures to Follow When “All-Clear” Notification is Given	
Procedures	1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre. 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre. 3) Staff must: • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. 4) The Executive Director will determine if operations will resume and communicate this decision to staff.
Communication with parents/guardians	1) As soon as possible, The Executive Director must notify parents/guardians of the emergency situation and that the all-clear has been given. 2) Where disasters have occurred that did not require evacuation of the child care centre, The Executive Director must provide a notice of the incident to parents/guardians by email. 3) If normal operations do not resume the same day that an emergency situation has taken place, The Executive Director must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.



8b) Procedures to Follow When “Unsafe to Return” Notification is Given	
Procedures	1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) The Executive Director will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • document any injuries using the accident reports located in staff binders • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
Communication with parents/guardians	1) Upon arrival at the emergency evacuation site, The Executive Director will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, The Executive Director will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

Phase 3: Recovery (After an Emergency Situation Has Ended)

Procedures for Resuming Normal Operations	1) Reopening of the child care centre will presume where applicable. 2) If child care centre is unable to reopen The Executive Director and Board of Directors will discuss temporarily relocation options. 3) The Executive Director will contact the Ministry of Education, Program Advisor, and Insurance Company regarding the Emergency Situation.
Procedures for Providing Support to Children and Staff Who Experience Distress	If any students and/or adults experience distress during the emergency, they may contact for support: Toronto Children's Aid Society, at (416) 924-4640, Catholic Children's Aid Society, at (416) 395-1500, Jewish Children's Aid Society, at (416) 638-7800, Native Child and Family Services Toronto, at (416) 969-8510
Procedures for Debriefing Staff, Children and Parents/Guardians	The Executive Director must debrief staff, children and parents/guardians after the emergency. Communication to parents/guardians and staff members regarding the emergency and recovery from the emergency will be sent via e-mail, and communication to the children will take place when school resumes in the individual classrooms.

M.27 PARENT ISSUES AND CONCERNS POLICY AND PROCEDURE

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

Policy

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

All issues and concerns raised by parents/guardians are taken seriously by St. George's School Age Child Care Programme and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 10 business days. The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

St. George's School Age Child Care Programme maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

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

CONCERNS ABOUT THE SUSPECTED ABUSE OR NEGLECT OF A CHILD

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

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

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

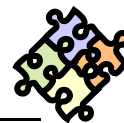
For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the supervisor or licensee.	- Address the issue/concern at the time it is raised - or - arrange for a meeting with the parent/guardian within 10 business days. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 10 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.
General, Centre-or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the supervisor or licensee.	
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to - the individual directly or - the supervisor or licensee. All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Student- / Volunteer- Related	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the supervisor and/or licensee. - All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.



St. George's School Age Child Care Programme

70 Princess Anne Crescent • Etobicoke, ON • M9A 2P7 • (416) 576-3731 • Email: stgprogram@gmail.com

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Board of Directors.

The Executive Director will forward all necessary documentation, including the conflict resolution request of complaint, documentation of relevant factual information, analysis of the information, the conclusion, and the recommended resolution to the current Board of Directors to be reviewed.

The Board of Directors will investigate the original submission and any new information that may arise during the resolution process. The Board will forward a response to the individual either concurring with the previous resolution or proposing an alternative resolution.

The decision and recommendations made by the Board will be final. The Executive Director will forward a copy of the proper documentation of the resolution or decision, signed and dated, to the individual and Board of Directors and place a copy in the appropriate file.

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

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

Contacts: [Executive Director, stgprogram@gmail.com, 416-576-3731]

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