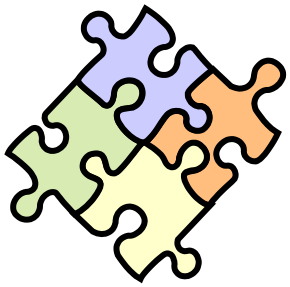
2026 - 2027
Parent Information Handbook



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ABOUT OUR PROGRAMME

Welcome to St. George's School Age Child Care Programme (St. George's SACCP/The Programme)! We are a non-profit organization run by the Membership and Board of Directors, consisting of parents of children enrolled or were enrolled in the Programme.

St. George's School Age Child Care Programme is part of the CWELCC (Canada Wide Early Learning and Child Care System).

The Programme offers Before and After school care during the school year and full day care during PA Days, Holiday Break, March Breaks and Summer Camp which serves children from 3 years 8 months to 12 years of age who are in the St. George's Junior School Community.

Kindergarten: 44 months up to 7 years
Primary / Junior School Age: 68 months up to 13 years

This Parent Information Handbook contains important information and highlights some of our Programme Policies and Procedures and is made available free of charge to parents/guardian who are registered in the Programme and for those who are considering registering in the Programme. This handbook should be retained as a reference guide while your child(ren) is enrolled in the Programme. The Parent Information Handbook is updated on an annual basis to reflect any changes in licensing, programme and administrative requirements.

PROGRAMME PHILOSOPHY

St. George's School Age Child Care Programme 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 the 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 and 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. Some concerns that require further discussion in details may require a consent form.

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.

HOURS OF OPERATIONS

The Programme operates from September to June, Monday to Friday, from 7:30 a.m. to 8:50 a.m. and from 3:15 p.m. to 6:00 p.m. We also operate during the Winter Holiday Break, March Break and PA days from 8:00 a.m. to 5:30 p.m. Days of operation and hours during the Winter Holiday Break depend on which days the statutory holidays fall on. The days and hours of operation during the Winter Holiday Break will be decided by the Executive Director and the Board of Directors and will be communicated to the Membership via email. The Programme will be closed for all statutory holidays and the last two weeks of August.

St. George's School Age Child Care Programme will be closed on the following holidays, which service fee is charged.

- New Year's Day
- Family Day
- Good Friday
- Easter Monday
- Victoria Day
- Labour Day
- Thanksgiving Day
- Christmas Day
- Boxing Day
- Remembrance Day

St. George's Summer Camp operates for 6/7 weeks during July and August. The fee structure and session dates are decided by the Executive Director and Board of Directors and announced in the spring each year. Families with children enrolled in the Programme will have an opportunity for early registration prior to opening up spaces to the public. For more information on Summer Camp, please contact the Executive Director or Assistant Director.

PROGRAMME ACTIVITIES

Routine is important for children and helps develop feelings of security and order. At the St. George's School Age Child Care Programme, while we do maintain a general daily routine, we also strive to create a relaxed environment where children have freedom to express themselves.

Each month we send an eblast containing a newsletter and calendar outlining Programme news and activities the children will be involved in. A Programme plan for each room is designed weekly to include creative, science, dramatic, cognitive and physical activities. The Programme staff take care to ensure planned activities are based on age-appropriate goals. Children can move freely from one activity or area to another or may all participate together in a group activity or game. The weekly Programme Plan is posted on the Parent Information Board located in the classroom or outside the classroom. St. George's School Age Child Care Programme, also offers a monthly movie, and electronic game that encourages problem solving and cooperation. If multimedia is used, staff are supervising, there is a signup sheet for the children and a time limit of 15 minutes per child.

The Programme offers trips and special events off premises during PA days, Winter Holiday Break, March Break and Summer Camp. Parents will be notified in writing concerning these special excursions and will be asked to complete waivers to give permission for their child(ren) to attend if required.

FIELD TRIPS

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.
- 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 unless the child has authorization to carry their own.
- 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.
- 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.

Should the Programme staff member release their group of children to another staff member during a break, they mut 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.

FEE STRUCTURE

St. George's School Age Child Care Programme operates on a non-profit basis. Any monies made are re-invested in the Programme.

Fees are paid for every month the Programme operates during the school year including statutory holidays, March Break, Winter Holiday Break and any days the child is away for any reason in order to maintain the child's space within the Programme. There are no fee exemptions or allowances for vacations, days not used, etc. Please note that fees are not refunded due to illness or vacation. Summer Camp fees are payable upon registration and children are not required to attend Summer Camp in order to retain their space in the Programme. For more information regarding Summer Camp fees, please see the Executive Director or Assistant Director.

A non – refundable registration fee of $65.00 will be payable for each school age child upon acceptance in the Programme. Fees are payable in advance upon registration using 10 post-dated cheques dated the first day of each month or by monthly Interact e-transfers. Upon registration first and last month's fee will be required. Please refer to our Fee Payment Schedule for further clarification.

The fees shall be determined by the Board of Directors, City of Toronto, and/or Ministry of Education with due and proper notification to the full Memberships at the Annual General Meeting or Parent Meeting or via email. Each year fees will be due by the end of June in order to retain the child's space in the Programme for the following school year. All fees will be subject to review to reflect the Programme's operating costs. The 2026/2027 fee schedule is listed below. Please contact the Executive Director for more information regarding the Current Programme fees.

<u>Sept 2026 – June 2027 Base Fee Rates:</u>

Kindergarten (JK/SK):	$592.00 (per month, per child)
Kindergarten CWELCC B&A:	$15.26 (per day, per child)
Kindergarten CWELCC Non- Instructional Days:	$22.00 (per day, per child)
School Age (Grade 1 to 5):	$19.00 (per day, per child)
School Age Non-Instructional Days (PA Days):	$61.00 (per day, per child)
Non-refundable Registration Fee:	$65.00 (per School Age child)

Please note that fees are based on the grade/program that the child(ren) are enrolled in for the school year and not by age unless eligible for CWELCC.
The non-refundable registration fee is only applicable to school agers 6 years of age and up.
Fees can be changed, and will be communicated to families via email if needed.

<u>Non – Base Fee:</u>

Late fees, and NSF (non-sufficient fund).

BOARD OF DIRECTORS

The Programme is a not-for-profit corporation which is run by a volunteer Board of Directors. The Board of Directors is made up of parent volunteers (must be voting member of the family) and is a minimum of 5 members with a maximum of 7. Positions on the Board include: President, Vice-President, Treasurer, Secretary and Member at Large. Board members are covered by the liability insurance of the Corporation.

The Board is responsible for the governance, strategic planning and financial responsibilities of the Corporation. The Board provides leadership, however, does not interfere/get involved with the day-to-day operations of the Programme. Daily operations are left to the discretion of the Executive Director.

The Board is elected at the Annual General Meeting. Members can run for terms from 3 years in length. Actual positions on the Board are decided within the Board itself once members have been elected.

For more information on the Board or if you are interested in joining, please speak to the Executive Director and/or current Board President.

ENROLLING YOUR CHILD

Application Process

Parents are invited at any time to make an appointment with the Executive Director who will explain the Programme and answer any questions. A tour of the Programme can be arranged so that you can meet the staff, observe their interactions with the children and view the facilities.

If at the time of registration there is no space for your child, your information and child(ren)'s information will be required and submitted and you will be officially placed on the appropriate waiting list. The Executive Director will notify parents/guardian when a space becomes available. All information given will remain confidential.

Admission Procedures

Enrolment is on a first come basis as space becomes available.
In accordance with our Waiting List Policy, preference will be given to families who child(ren) is already enroled in the Programme if space permits. The best interests of the children presently enroled will be considered before confirming any new enrolment.

Available spots will be allocated given the following priority:

1. Children with siblings currently 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

Wait List Policy

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.

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.

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 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 ten years of age 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 can attend. Exceptions of this extend to children originally enrolled in St. George's Junior Public School and now attending speciality programs at feeder/local schools, or they have a form of safe arrival transportation.

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:

- Children with siblings currently in the Programme
- Families with children who were previously in the Programme who are graduating to Grade 6 at the time that their sibling is entering JK

- Children on the Waiting List
- 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
- 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 waiting list longest
- 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. Families on the wait list are not permitted to switch spots amongst themselves. Parents are welcome to inquire 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.

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 enrolment 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 program shall follow the procedure outlined below.

- Parent/Guardian 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.
- The initial deposit fee paid at the time of registration will be used to cover the last month's fee and the executive director will ensure the return of all remaining cheques.
- 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 his/her 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.

Withdrawal or Suspension of Services

Upon admission into the Programme, families are considered to be in "good standing." However, breaching any of the policies outlined in the Programme's Policies and Procedures and Parent Handbook places the family at risk of being found NOT in good standing with the Programme. Parents and children are required to sign that they understand and agree to follow the Code of Conduct. The Board of Directors reserves the right in its sole discretion to discharge any child and/or member for breaches of any of the Programme's policies, by the child or the parents/guardians.

The decision for withdrawal will be based on, but not limited to, the following types of incidents:

- Inappropriate behaviour by a child or family member (I.e., repeated physical acts against other children and/or staff, uttering threats, or causing physical damage to school or Programme property), or
- Disregard for Programme Policies which include, but not limited to: Code of Conduct, Fee Policy or Late Pick – Up Policy

We upstand that occurrences and disputes will occur among children and it is not our intention to exclude children as a result of normal developmental incidents that assist them in. acquiring problem – solving skills. However, as individual needs vary, with respect to environment and programming, some children may not benefit from the services offered in this Programme. We will make every effort to meet the needs of your child, which may require the assistance of an outside agency, and/or assisting to find alternate care that is more suitable for your child. If the behaviours still occur and it is still deemed that we are unable to meet the needs of you or your child, then services will be withdrawn, with approval from the Board of Directors.

In extreme cases (as determined by the Executive Director with approval from the Board of Directors) of violent or threatening behaviour by either a child, a parent or a caregiver where the safety of other children and/or the Programme staff are at risk, the four weeks' notice of withdrawal is waived. Fees for that month will not be reimbursed.

ABSENCE FROM CARE

Refunds for child care fees will not be processed for the following;

- Missed dates
- Vacation days
- Sick days
- Inclement weather closures

Refunds are not issued for the following above because St. George's School Age Child Care Programme monthly fees reflect the operating cost.

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 is 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. Refunds will either be provided by cheques or interac e-transfer.

RECEIPTS

Income tax receipts are issued in February of each calendar year. Receipts for fee deposits are issued in the year that the deposit is applied to.

OUR COMMITMENT TO YOUR FAMILY

Our Care Giving Team

Our care giving team is committed to delivering high quality programming. We believe in the importance of professional development and we encourage staff to keep abreast with new developments, articles, and professional development opportunities to keep their practice and skills relevant. All of our staff and regular volunteers are fully trained in First Aid and CPR and have received a Vulnerable Sector Screening. Our JK/SK ratio is 1:13 and our School Age ratio is 1:15.

Volunteers and Students

Purpose

St. George's School Age Child Care Programme welcomes both placement students and volunteers into the various programs offered in our child care program. We believe it is a valuable part in gaining experience in a child care environment. Volunteers and students also play an important role in supporting staff in the daily operation of child care programs.

This policy will provide supervising staff, students and volunteers with a clear understanding of their roles and responsibilities.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for child care centres.

Policy

Students and volunteers will always be supervised by an employee and never permitted to be along with any child of group of children who receive child care. Students and volunteers will not be counted in staff to child ratios.

Student and Volunteer Supervision Procedures: Roles and Responsibilities

St. George's School Age Child Care Programme will;

- Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.
- Ensure that all students and/or volunteers have been trained on each child's individualized plan
- Ensure that all students and/or volunteers have a health assessment and immunization as directed by the local medical officer or health
- Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or volunteers in accordance with the child care centre's criminal reference check policy and procedures and Ontario Regulation 137/15.
- Ensure that expectations are reviewed with students and/or volunteers including, but not limited to, how to report their absence and how to report concerns about the program
- Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children
- Appoint supervising staff to the students and/or volunteers, and inform them of their supervisory responsibilities
- Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act

The Supervising Staff Must:

- Ensure that students/volunteers are never included in staff to child ratios
- Ensure that students/volunteers are supervised at all times and never left alone with children
- Introduce students and/or volunteers to parents/guardians
- Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy
- Provide students and/or volunteers with feedback on their performance
- Work collaboratively with the student's practicum supervising teacher
- Monitor and notify the centre supervisor/director of any student and or volunteer misconduct or contraventions with the centre's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the child care centre's written process for monitoring compliance and contraventions.

Students and/or volunteers must:

- Maintain professionalism and confidentiality at all times, unless otherwise required to implement a policy, procedure or individualized plan
- Notify the supervisor or designate if they have been left alone with children or have any other concerns about the child care program (e.g. regarding staff conduct, program statement implementation, the safety and well-being of children, etc).
- Submit all required information and documentation to the licensee, supervisor or designate prior to commencing placement or volunteering such as a valid VSC, health assessment and immunization
- Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required
- Review allergy lists and dietary restrictions and ensure they are implemented
- Respond and act on the feedback and recommendations of supervising staff, as appropriate
- Report any allegations/concerns as per the "Duty to Report" under the *Child and Family Services Act*
- Complete offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with the child care centre's criminal reference check policy
- Provide an offence declaration to the supervisor/designate as soon as possible any time they have been convicted of a Criminal Code (Canada) offence.

Program Statement

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 School Age Child Care Programme ("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 School Age Child Care Programme 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, play dough 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 is 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 are 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 hand washing 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.
- offering 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 at 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 Programme 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.

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 with the express 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 ensures 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. Programme 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 Programme 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 Programme 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.

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. 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 Programme Statement and Contraventions of Policies and Procedures and Prohibited Practices.

Roles and Responsibilities

The Executive Director will:

- Ensure that the parent handbook including the Programme Statement is made available to any parent interested or enrolled in the program and will provide a soft copy of any significant changes to the Programme Statement or other St. George's SACCP policies.
- Conduct a comprehensive annual review of the Programme 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, co-op students and volunteers are oriented to the Programme Statement before they interact with children.
- 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 and overall effectiveness of the Programme.
- Review the Programme Statement with all staff, co-op students, and volunteers on an annual basis or any time there is substantive changes to the Programme 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.

Teachers 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.

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 Programme 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 centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless 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 (O.Reg. 126/ 16 s.34).
- 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.

Monitoring Compliance to Policies, Procedures, Individualized Plans and Contraventions of Prohibited Practices

Policy Statement

St. George's School Age Child Care Programme will maintain and monitor Ministry Regulation, Policies and Procedures, Individualized Plans and Contraventions of Prohibited Practices that would lead to improvements of compliance placement of Tiered licensing and avoid administrative penalties associated with contravention of prohibited practices.

Procedures

Staff, volunteers and co-op students are provided with a copy, must read, understand and sign the Policies and Procedures Manual, Parent Information Handbook and Employee Manual upon start of employment, volunteer work or practicum placement. Staff, volunteers and students understand that they are required to comply with all established and regulatory guidelines for reporting to the Ministry of Education, municipal children's services and child protection agencies.

This policy will be reviewed and updated annually or as necessary to incorporate best practices, Minister of Education notification of revisions and encourage compliance.

- New staff, students and volunteers, including those who provide temporary care for or supervision of children will undergo an orientation, including reading, understanding and signing off on Policy and Procedures at the commencement of employment/placement and will review and sign annually thereafter.
- Information and reminders about this policy is provided to staff, volunteers, students and parents through the Policies and Procedures Manual, Parent Information Handbook and Employee Manual, meetings, newsletters, the parent and postings.
- Documentation of Policies and Procedures and Individualized Plans sign-offs is kept secured and made available for Ministry of Education review.
- If there is a non-compliance during the time that the staff, volunteer or student is oriented and the next scheduled review of the Policies and Procedures, the staff having the non-compliance will review the relevant Policies and Procedures and documentation of the review and action plan to monitor compliance will be created and kept in securely on file for 3 years.
- Non-compliance in regard to Serious Occurrence and Child Abuse are reported within 24 hours to the Ministry Advisor and/ or child protection agencies and College of Early Childhood Educators, depending on the severity of non-compliance.
- If there is a non-compliance, a Compliance Action Plan is completed by the Executive Director within the timeframe designated by the Program Advisor and provided for review.
- The Compliance Action Plan is put into practices to correct the non-compliance and prevent subsequent occurrences. Fines and lower Licensing Tier rating may apply

depending on the number of non-compliances and assigned risk factor impacting the children's health and safety.

- The Executive Director will share the Summary of Child Care Centre Licensing Requirements and Recommendations and the Compliance Action Plan with the Board of Directors.
- The Compliance Action Plan will be communicated with the staff during a scheduled team meeting and all staff must follow the Action Plan to improve compliance.
- All non-compliances are documented and ongoing monitoring is instituted to ensure that the Compliance Action Plan is adhered to.

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. 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.

Refer to 0.35 - Progressive Discipline Policy in the Employee Manual and
Refer to 0.36 - Monitoring Compliance to Ministry Regulations, Policies, Procedures, Individualized Plans and Contraventions of Prohibited Practices.

CODE OF CONDUCT

It is the policy of St. George's School Age Child Care Programme to support safe, positive and respectful environment. The Code of Conduct sets the standards for behaviour which each individual, including children, employees, volunteers, Board Members and parents/guardians are expected to demonstrate. These standards apply whether they are on school property or at offsite events and activities (PA day excursions, etc.).

We all have the right to be safe and feel safe in the Programme and our school community. 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,

guardians 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 and/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 is 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. 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, whilst 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 Facebook, Myspace, personal blog sites or other forms of electronic information sharing.
- Any pictures taken at the Programme or during Programme events are for the private use of the family only. These pictures cannot be posted in on-line photo albums (i.e. Facebook, Snapchat, Instagram, etc.)
- Communication folders are to be used solely for the purpose of communicating between parents and the Programme. They are not to be used for business promotion.

The Code of Conduct must be signed by any and all adults that will be regularly involved in your child's experience at Programme including staff, volunteers, parents, grandparents, siblings and caregivers.

CHILD ABUSE

Child abuse is any form of physical harm, emotional deprivation, sexual mistreatment, or neglect, which results in injury or psychological damage to a child. Abuse can be actively hurting a child or passively failing to take proper care of a child.
It is the responsibility of the St. George's School Age Child Care Programme and their Staff to protect the children in their care. We are required by law to report any suspicion of child abuse.

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/childrenaid/reportingabuse/index.aspx

SERIOUS OCCURRENCE 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 procedure of responding to the Serious Occurrence to minimize the risk to 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 outside. 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 care at St. George's School Age Child Care Programme
- 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 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.

Serious Occurrences need to be reported within 24 hours through the Child Care Licensing System (CCLS). Please refer to the Serious Occurrence Policy for further details.

INCLUSION, ANTI-BIAS AND ANTI-RACISM POLICIES

St. George's School Age Child Care Programme acknowledges that all children gave the right to opportunities to learn and explore.

Inclusion is about belonging, being valued and having choices regardless of ability, race and ethnicity, gender, social group, status or other protected grounds. The Programme supports and encourages an anti-bias environment, free form prejudice, stereotyping and bias.

The Programme supports the belief that is necessary for the individual and the community to actively intervene to counter the personal and institutional behaviours that perpetuate violence and aggression. 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/guardians).

HEALTH POLICIES

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 Health Information and Emergency Contact and Consent Release Form must be presented by the child's first day of care and reviewed/updated annually.

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, his/her parent/guardian, 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-degree Fahrenheit) he/she may not return to the Programme until his/her condition has been normal for twenty – four to forty – eight hours.

Parents shall report a child's exposure to any communicable disease (such as lice, chicken pox, pertussis, measles, etc.). The child may attend the Programme until 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 it is required by Toronto Public Health.

Please be sure to keep the staff informed and up to date about concerns you may have with respect to your child's health.

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, diabetic and asthmatic reactions that can be life threatening.

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 written information/instructions (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 repellant, 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 child's Record of Illness Form and will sign 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 parent 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

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 in a paper cup and dispensed as directed by the Health Care Provide/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 record at the Programme
9. Only staff that has been trained by the parent/legal guardian will be permitted to administer medication

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 website 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 child care 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/guardians, 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 enroled 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 to children.

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. Those with emergency plans have their picture indicating which class they are in, where the EpiPen is kept and emergency contact information. Parents must provide one (1) recent photo. A listing of all children with allergies is also posted in the kitchen.

- The parent or physician must complete the *Individual Anaphylaxis Emergency Plans* and ensure to revise the plan as necessary. 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.

- Parents of an anaphylactic child must provide one (1) EpiPen to be left in the emergency backpack carried by staff. The parent must provide authorization 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 will be required to supply another by the next day of school.
- The parent must complete and submit an Individual Anaphylactic Emergency Plan and train all staff members on the child's plan. All staff members must initial upon receiving training and after reviewing the Plan.

Communication Plan for the Distribution of Information

- Parents will be informed by newsletter/eblast 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 enrolment.

Individual Plan Procedure

Prior to enrolment 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 administrating allergy medication, sharing information and posting Emergency Plan
- Emergency contact information
- Location of EpiPen and backup EpiPen (if applicable)
- Parent's consent for child to carry their own EpiPen (optional)

Parents are requested to advise the Executive Director if their child develops an allergy, requires 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 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 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 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 and 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 ECE staff are required to maintain Standard First Aid and CPR Certification. This must include training and review of anaphylactic reaction and EpiPen administration. All other staff and volunteers are encouraged to obtain Standard First Aid Certification.

This policy will be summarized and included as part of the Programme's Parent Handbook. As well, this policy will be reviewed annually. The full Policy is available in the Policy and Procedures Manual in hard copy in the Programme Office, or via email/website in PDF format.

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 or purchase a meal.

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.

EMERGENCY PROCEDURES

To ensure that parents are immediately accessible in case of emergency, it is essential that the Executive Director be notified immediately of any changes in home address, telephone numbers, e-mail address, medical information etc. We review the parent registration packages annually to ensure that information is kept up-to-date. We ask that each parent/guardian arrange an alternative person(s) whom we can contact in an emergency if the parent is unavailable.

Even with the best precautions, accidents can happen. In case of emergency medical care, the Programme staff will call 911 and administer first aid procedures to ensure the safety of the child. Parents will be contacted immediately via phone call/text and/or email. The child will be transported by ambulance to the nearest hospital. The Executive Director or designate will accompany the child if the parent(s)/guardian(s) have not arrived and a designate RECE staff will remain at the Programme to ensure proper communication of information. In case of an emergency closure, parent(s)/guardians(s) will be contacted by email and/or phone call for pick up. Staff will stay with the children until they are picked up.

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) *The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.* 2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. 3) *Staff must immediately:* • remain calm; • *gather all children;* • *go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;* • take children's attendance to confirm all children are accounted for; • *remain and keep children away from windows, doors and exterior walls;* • 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.

Accident Reports

The Programme uses accident forms to report any incident that results in any injury to a child, even if it seems minor. If your child has an accident, it will be recorded indicating all particulars and be signed by the staff who cared for the child. The staff will notify the parent(s) of any such incidents and parents will be asked to sign that they have read the accident report.

The Programme has a fire drill and emergency procedure that must be followed in case of a fire or emergency. Fire drills are conducted monthly. In case of an emergency where the children must vacate the school, the Emergency Shelter is deemed to be CSI Church at 11315 Kipling Avenue Ontario, M9B 3N8 located at Kipling Avenue and Prince George Drive.

FOOD

A nutritional afternoon snack will be provided daily. The menu will be posted in the kitchen and each Programme area. Fruit, vegetables or milk or water are included with every snack.

During Winter Break, March Break and PA Days, the Programme will provide a nutritious lunch and snacks for the children to minimize the exposure to food allergies. On trip days, parents, may be responsible for providing lunch or money to purchase lunch. A memo will be distrusted prior to these special days indicating who will be responsible for lunch.

Parents are required to indicate any food allergies or dietary restrictions on the registration forms so that arrangements can be made concerning snacks and meals. To eliminate the risk of allergens, Programme will not be accepting food items from families to be distributed with the class.

ARRIVAL AND PICK UP

Children must be accompanied into Programme by a parent or guardian and the parent or guardian must ensure that the child is properly signed in by the educator before leaving. Any pertinent information regarding the child should be shared with the educator to ensure proper care of the child. Parents are not to drop off the children at the doors and allow the child to walk into the Programme on their own or drop their child to the Programme earlier than the official opening time (7:30 a.m. during regular instructional school days and 8:00 a.m. on PA Days). This is a licensing requirement of the Ministry of Education under the *Child Care and Early Years Act, 2014.*

Programme staff are not permitted to release children to any unapproved individuals. No child will be released to any person other than a parent/guardian unless prior authorization is given to the Programme staff. If you have alternate plans after school for your child(ren) please provide notice informing us of your permission for unauthorized individuals to pick up your child(ren). The pick-up person will need to bring a picture identification in order for the child to be released to the individual if the staff member or child doesn't recognize the individual.

Parents must report a child's absence either by text or email that the child is to be away for whatever reason. Programme staff are required to call or text message if a child is not present after school and we have not been notified of an absence by parents. We do ask on non-instructional day that by 9:00 a.m. you notify us if your child(ren) will be absent or attending later.

Please note that staff may not be able to answer the phones, but messages are checked in a timely fashion and phone calls are returned.

SAFE ARRIVAL AND DISMISSAL POLICY AND PROCEDURES

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

<u>Accepting a child into care</u>

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 9:30am, 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.

LATE PICK-UP FEE POLICY

St. George's School Age Child Care Programme closes at different times throughout the year (6 p.m. on regular Programme days, 5:30 p.m. on PA Days, Winter Break, March Break and Summer Break) at which point the Programme has no insurance coverage. Late pick-up of children is difficult for your child(ren) and inconvenient to the staff. As a parent, it is your responsibility to pick up your child before closure or to make alternative pick -up arrangements, if you cannot be there before closure.

Parents/guardians will be charged $1 for each minute that your child remains at the Programme after closure hours. Late fees will be charged in all situations as the Programme staff must stay regardless of their plans after work. The staff must be compensated accordingly. There will be no exceptions or warnings. A "no exceptions" late pick up fee policy will be applied to everyone consistently and fairly. Late pick-up fee minutes will be counted by the time shown on the clock located in the gymnasium. 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.

Incursion of chronic Late Pick-Up Fees will be subject to review by both the Executive Director and elevated to the Board of Directors which could result in removal from the Programme.

OVERDUE PAYMENTS AND NSF CHEQUES

Fees for the Programme are due in advance. Members will be notified of overdue child care fees. If the fees are not paid within thirty days of such notice, the child for whom the fees are in default may, at the discretion of the Board, be reinstated when fees owing have been paid, provided space is available. In case of withdrawal, a member shall remain liable for any outstanding payment owning to the Programme.

Parent(s)/guardians of the child removed from the Programme will no longer have a position on the Board, unless approved by the other members of the Board of Directors and the Membership. If the parent/guardian was a member of the Executive Board, a vote will be made as soon as possible to elect a replacement.

NSF cheques are to be charged back to the parents. There is a $35.00 fee to cover the administrative and bank service charges. Cheque replacements along with the $35.00 NSF fee are due immediately.

PARENTAL INVOLVEMENT

Our Programme differs from a traditional program in that the membership is made up of parents of children in the Programme who are ultimately responsible for any aspects of the Programme, including policy development and fee approvals. Each family with a child, or children enrolled in the Programme will be required to designate one person to represent their family in the capacity of a parent member for voting purposes. This is to be documented upon registration so that a list may be created for the annual membership.

The Programme encourages parents to become involved in any capacity. Parents can get involved by joining the Board of Directors, joining us as volunteers for field trips (with the required documents completed), fundraising or just coming into the Programme to demonstrate a skill or hobby. These are all fun ways to participate in the Programme and strengthen the relationship between the staff, parents and children. Please inform us how you would like to get involved. If joining on field trips, parents are required to complete a police check and review policies.

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) ad 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 moths, 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 statue 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 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 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 necessaries);
- 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.

POLICE RECORD CHECK POLICIES

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

Process and Responsibilities

1. 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.

2. 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.

3. 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:

1. Make a complete and legible photocopy of the original PRC;
2. 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

3. 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.

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 vernally 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.

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
General, Centre- or Operations-Related E.g: child care fees, hours of operation,	Raise the issue or concern to - the supervisor or licensee.	

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:
staffing, waiting lists, menus, etc.		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.
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.	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. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the 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.	

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

Miscellaneous Information:

This handbook does not contain all of the St. George's School Age Child Care Programme Policies and Procedures, rather, highlights a few. For all policies, please see the St. George's School Age Child Care Programme Policies and Procedure Manual.

FEE PAYMENT SCHEDULE

Payments:

Dated August 1st – deposit for June (last month) fees
Dated September 1st – deposit for September fees
Dated October 1st - deposit for October fees
Dated November 1st - deposit for November fees
Dated December 1st - deposit for December fees
Dated January 1st - deposit for January fees
Dated February 1st - deposit for February fees
Dated March 1st - deposit for March fees
Dated April 1st - deposit for April fees
Dated May 1st - deposit for May fees