



Parent Handbook

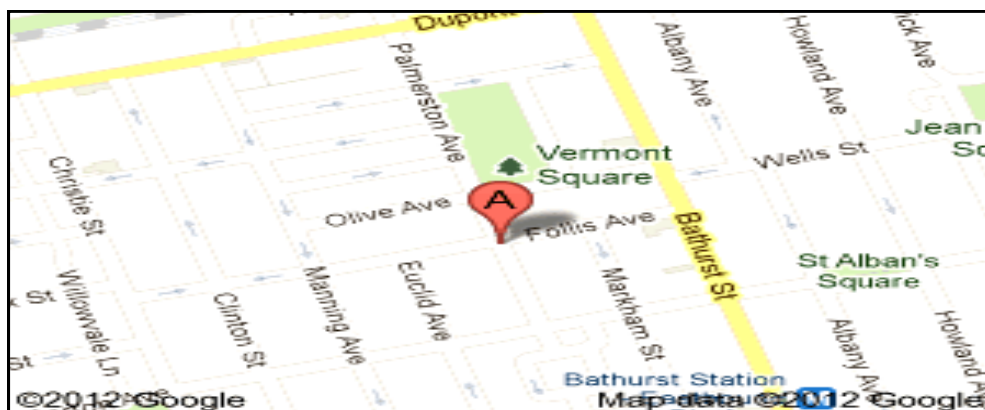
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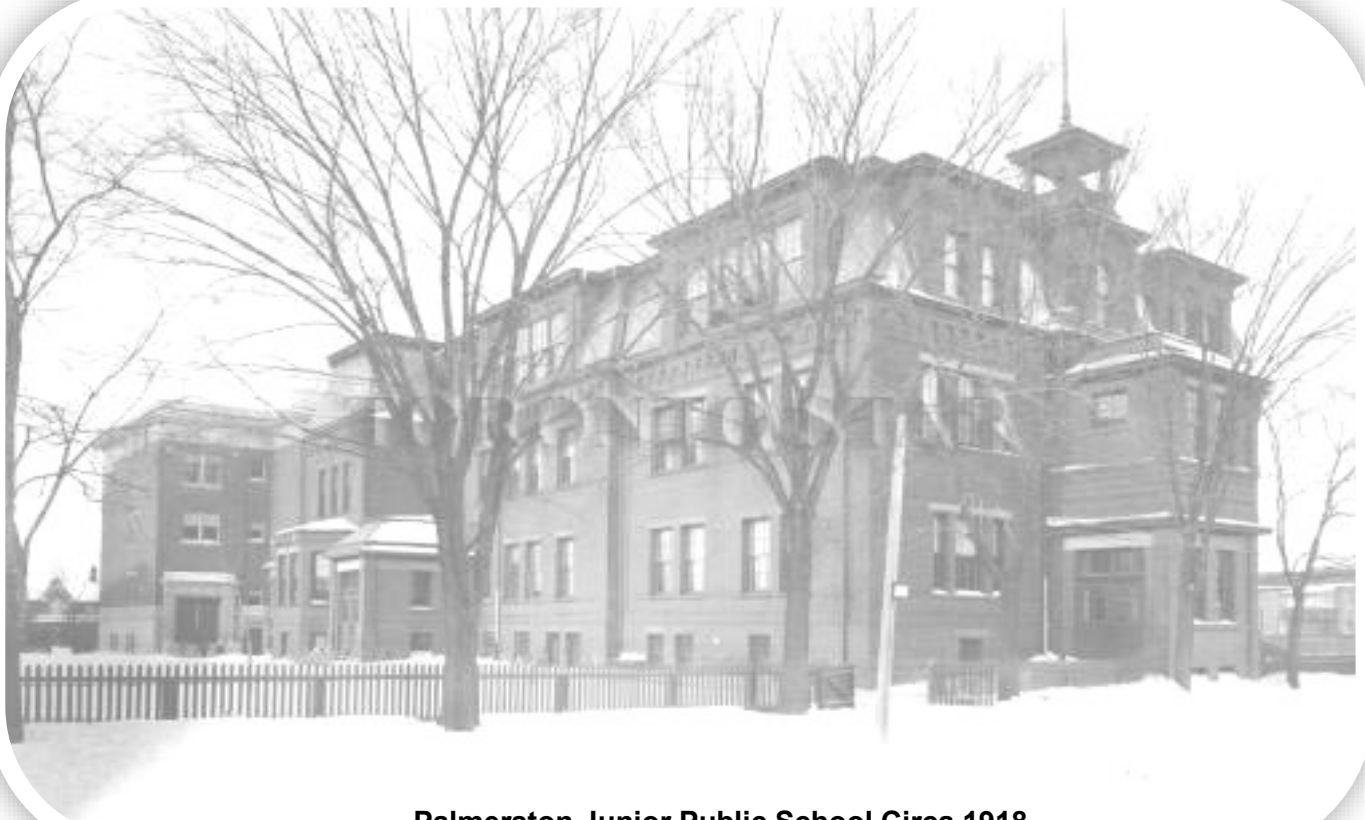
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Palmerston Junior Public School Circa 1918

HISTORY

Palmerston Community Daycare Centre (PCDC) was established on September 10, 1980 and officially opened in November 1980. Six families got together and decided to create a very special place for their children. The day care was run as a collective and co-operative venture with parents, 18 children, four teachers and a cook. The Rabbit Room was the play room, the Rainbow Room was the sleep room and the School Age Room was the dining room and office. Food was prepared in the kitchen in the main school building.

Palmerston School became a French Immersion School in 1981 and in 1982 the enrolment at the day care was increased to 32 preschoolers. A school-age program was started for children up to 10 years of age. When the kindergarten-aged children began school for a half day it was decided that a nursery program would be opened enabling children to use the daycare facilities from 9 to 11:30 a.m.

In July 1994 a program was created to accommodate children between the ages of 10 and 12. This program had a recreational focus geared towards the needs of older children.

Parents and guardians have always played a key role in the daycare, from the early days when a parent kept the financial records and others did the cleaning and laundry. Parents/guardians have come in and shared their talents, interests and cultures with children and staff, thereby continuing to help PCDC remain an integral and community-oriented centre.

Staff consist of trained professionals, Registered Early Childhood Educators, (RECE) and Early Childhood Assistants (ECA).

PCDC is run by a Board of Directors that consists of as little as 10 or as many as 15 parent/community members. Parent/guardian support and input are welcome and vital in the successful functioning of the centre.

WELCOME

The Management team, Educators, and Board of Directors are pleased to welcome you and your family to Palmerston Community Daycare. Our mission is to be a sustainable organization that provides a secure, creative learning environment within the Palmerston community.

This Parent Handbook has been developed to provide you with information about the Daycare and Nursery School. It contains policies and procedures, and other FYI's re. Palmerston Community Daycare. Please read this Parent Handbook carefully, and do not hesitate to contact us if you have any questions or concerns.

We look forward to getting to know you and your child during their time with us.

LICENSING

Palmerston Community Day Care is licensed under the Province of Ontario's Ministry of Education.

On August 31, 2015, the [Child Care and Early Years Act, 2014 \(CCEYA\)](#) came into effect.

Information for parents/guardians may be found on the following website:
<http://www.edu.gov.on.ca/childcare/index.html>

ASSESSMENT FOR QUALITY IMPROVEMENT

The *Assessment for Quality Improvement* or **AQI** prescribes clear expectations, service standards and guidelines for all child care providers who have a service contract with the City. It also serves as a self-evaluation and planning tool for child care operators, and educators.

Parents should expect that a licensed child care centre will deliver a high quality program that allows children opportunities for play, socialization, exploration and developmentally appropriate learning in a safe and nurturing environment. The assessment measure uses the program, environment and interactions collaboratively to advance quality in child care.

Children's Services has introduced a sticker that licensed child care operators who have been assessed for quality can display on their premises. The "Quality Makes a Difference" sticker is a public marker that informs parents which programs participate in the City's quality ratings. With over 600 programs assessed, this sticker advertises and demonstrates the City's commitment to high quality child care for families.

Further information may be found at: **toronto.ca/childcare**



HOW DOES LEARNING HAPPEN AND PROGRAM STATEMENT

How Does Learning Happen (HDLH) is a professional learning resource that provides a common framework to help childcare centres focus on knowledge from research, theory and practice on what is most important for children.

It encompasses a broad range of program philosophies and approaches, and reflects the view of children as being competent, capable, curious and rich in potential.

The HDLH program statement describes the goals that guide PCDC's programs for the children and the approaches that will be implemented in the program to meet these goals.

The program statement tells families, educators and others what our childcare centre is striving to achieve (*goal*) and what actions are going to be put in place to achieve these goals (*approach*). The program statement is a document that will continue to evolve with the program as our learning and understanding expands, our processes change and our families, educators and children change.

See <http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf> for more information.

PALMERSTON COMMUNITY DAYCARE CENTRE PHILOSOPHY AND PROGRAM STATEMENT

At Palmerston Community Daycare Centre (PCDC) our philosophy is to guide and support the growth of a child as an individual within a co-operative, child-centered environment. Children are viewed as competent, eager and active learners who benefit from a variety of experiences.

These experiences provide opportunities for exploration, skill development and relationship building, all components which lead towards the discovery of their own identity.

PCDC promotes individual freedom within a structured framework, thereby providing the child with the opportunity to make choices, to respect themselves and the rights of others and to understand that their input into decision making is valued and respected.

Learning experiences are play-based and with the guidance of our experienced Registered Early Childhood Educators (RECE's) and ECA staff, children engage in opportunities that stimulate communication, the development of social skills, and fine and gross motor development both indoors and outdoors.

In addition, self-esteem, decision-making capabilities, independence, natural curiosity and desire for learning is sparked.

A knowledge of, and sense of community is built through outings, social functions and exposure to various ethnic groups, cultures and religions.

PCDC promotes anti-biased behaviour in all aspects of its program. Children are encouraged to participate in all activities equally and in a non-violent manner. We support constructive problem-solving, both in interactions between children and between children and adults.

Our program encourages respect, regardless of gender, race, religion, class, age, sexual orientation, marital status, physical limitations, ethnic origin or citizenship.

Communication among staff, families, children and community partners is vital in creating and sustaining a warm, safe environment that allows the children of PCDC to grow and learn.

THE FOUNDATION OF PALMERSTON COMMUNITY DAYCARE CENTRE'S PROGRAM

How Does Learning Happen? Ontario's Pedagogy for the Early Years is a pedagogical document that helps educators focus on the interrelationships between children, families and staff in an early years environment and is the foundation of PCDC's program.

To facilitate PCDC in achieving the principles of its philosophy and program statement PCDC follows the guidelines of Ontario's Pedagogy for the Early Years (How Does Learning Happen?).

<http://www.edu.gov.on.ca/childcare/howlearninghappens.pdf>

PCDC recognizes that the four foundations of HDLH? (*refer to following paragraphs*) must be present in the program to allow the children to succeed and grow towards independence and self-identity.

Foundations, Goals for Children and Expectations for Programs:

Belonging – children develop a sense of belonging so that he/she feels connected to others and can contribute to their 'world'. PCDC will support and encourage the development of respectful relationships to help create a sense of belonging between the children, adults and community around them.

Well-Being - children develop a positive sense of self, self-care and self-regulation skills; and learn to recognize the importance of physical and mental health wellness. PCDC will provide learning opportunities for the development of habits of good health; nurture and support children's developing sense of self.

Engagement – children become active and engaged in the world around them by exploring with their senses, minds and bodies. PCDC will provide experiences to engage children's curiosity and exploration in meaningful learning and discovery.

Expression - as capable communicators, children learn to express themselves in a variety of ways. PCDC will provide opportunities for exploration of a variety of materials, support problem solving and decision making scenarios and developing emerging communication skills, and foster creativity,

In addition to the foundations of HDLH?, PCDC's curriculum also recognizes and utilizes the following guiding principles of **Early Learning for Every Child Today** (ELECT) in the development of its programs. Weekly programs reflect the *Continuum of Development*, <http://www.edu.gov.on.ca/childcare/oelf/continuum/> which "outlines the sequence of skills that children can be expected to acquire as they develop. It covers a broad range of developmental domains (physical, social, emotional, communication/language and cognitive). It is a base for observation and discussion of children's growth and learning in which the educators observe, interpret and plan a curriculum based on interest and capabilities to share with families and caregivers."

1. Early child development sets the foundation for lifelong learning, behavior and health.

PCDC provides varied and stimulating day to day experiences to set the child on a path of lifelong learning; developing positive interactions with peers and adults and making healthy choices for mind and body.

2. Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.

PCDC encourages and supports families' participation in their children's early learning environment and provides opportunities for regular communication and involvement.

3. Respect for diversity, equity and inclusion are prerequisites for honouring children's rights, optimal development and learning.

PCDC recognizes its families' diverse cultural, ethnic and religious backgrounds and provides learning opportunities and celebration of the diversities within the Centre and community which then enrich the environment for all its members.

4. **A planned curriculum supports early learning.** PCDC's trained educators provide specific goals for children that support self-regulation, identity building, social interactions, development of language and cognition skills, fine and gross motor skills through observation of children's interests and capabilities.
5. **Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.** PCDC recognizes that play is how children make sense of their world and provides programming that captures children's attention and challenges them with age appropriate experiences and opportunities that promote learning through play.
6. **Knowledgeable, responsive early childhood professionals are essential.** PCDC's experienced and qualified educators provide an environment that respects the diversity, uniqueness and capabilities of the children in its care. They participate in continuous professional learning, implement programming that is both challenging and play focused and maintain open and regular communication with families.

PALMERSTON COMMUNITY DAYCARE CENTRE'S GOALS AND APPROACHES

1. To promote health, safety, nutrition and well-being of children:

Health and Safety - PCDC is a childcare Centre licensed under the Ministry of Education (MOE), and meets and exceeds all health and safety requirements of the MOE, Toronto Public Health and local bylaws.

- Health and Safety Policies and Procedures are in place and reviewed annually by the educators. This information is available to families and caregivers through the Parent Handbook given out at time of registration and posted on our website.
- Anaphylaxis Emergency Plans, allergies and dietary restrictions are updated regularly, posted and reviewed by the educators annually
- Health and Safety resources are posted in each of our rooms and links to Health and Safety resources are forwarded to families with the monthly calendar or through email correspondence.
- Notices of Communicable Disease outbreaks and protocol during outbreaks are posted. The educators conduct a daily physical assessment (DPA) of each child upon arrival to the Centre. This involves a visual observation and follow up with the family if required.
- All children must be escorted into the Centre by an adult and signed in and out by the educator present. Identification must be presented to an educator upon a first time pick up.

Nutrition and Well-being – PCDC strives to promote healthy eating habits and educating children on healthy food choices. We recognize the important link of healthy choices to the development of healthy minds and bodies.

- PCDC provides a nutritious lunch daily from M.Halpert Catering (halpertcatering.com)
- Menus are reviewed by a registered dietician and current menus posted.
- Snacks are prepared on site following Canada's Food Guide <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>
- Meals are culturally sensitive and accommodate allergies, dietary restrictions, preferences and religious food requirements.
- Educators role-model positive food choices and eating habits.
- Programming includes weekly cooking activities and children actively participate in the creation of snack once a week.
- Notice of food recalls received from cfiamaster@INSPECTION.GC.CA are passed on to the educators and families when applicable.
- Children are provided with the opportunity to engage in daily physical activity, contributing to the development of healthy minds and bodies.
- The educators role-model by engaging in physical activity with the children.

2. To support positive relationships among children, families and educators:

PCDC recognizes the importance of creating a sense of belonging for children and families and the development of positive relationships begins before children are even enrolled at the Centre. These relationships continue throughout the families stay at PCDC. The following are ways in which PCDC establishes and maintains relationships:

- Potential clients are provided with information and/or a tour. Upon confirmation of enrolment, orientation sessions are arranged between families, child and educators.
- Each child is recognized as having equal rights in being an active participant at PCDC; the uniqueness of each child and family is respected and recognized, including gender, race, religion, class, age, sexual orientation, marital status, physical limitations, ethnic origin or citizenship.
- Programs are planned to support an inclusive learning environment and reflect capabilities, interests and differences.
- Children and their families are greeted daily upon arrival by name.
- The educators communicate with the families on a daily basis, sharing observations and reflections.
- Arrangements are made for the educators to meet with families when required or requested.
- Children are provided with opportunities to develop personal responsibility, social skills, problem-solve by coming up with their own solutions, and respect peers and the adults in their environment.

3. To support positive self-expression, communication and self-regulation:

At PCDC children develop a sense of belonging within our inclusive environment.

- Regular Show and Share sessions encourage communication and the development of self-confidence by allowing children to bring in and describe an item of relevance in their world to peers and teachers.
- Children are provided with opportunities to articulate ideas, and communicate in group discussions, through artistic expression, the creation of newsletters, and through photo documentation.
- Small group transitions and experiences support the 'reluctant' child and provide opportunities for confidence building, identity development and more individualized teacher-child interactions.
- Self-regulation is supported by providing a safe and calming environment; allowing children to visit a 'quiet zone'; providing healthy food choices and opportunities to rest help a child to remain calm, alert, and ready to learn.

4. To foster play-based exploration and inquiry:

The play-based programming at PCDC provides opportunities for children to engage in experiences that stimulate communication, the development of social skills, and fine and gross motor skill development both indoors and outdoors.

- Programming is based on children's interests and recognizes the individuality of each child.
- Play is unique to the individual child and their decision of when, where, and how to play is based on their interests and curiosity.
- Materials are accessible and varied and reflect diversity, and a broad range of interests and abilities.
- Children are active participants in the program, involved in role-playing, experimenting with a variety of materials and objects, constructing and creating.
- Families and community partners are welcome to participate in our program, sharing skills, cultural traditions, and talents with the children.
- Play-based curriculum provides opportunity to explore, problem solve, inquire and engage in critical thinking.

5. To provide child-initiated and adult-supported experiences to foster development:

At PCDC children are invited to participate actively in contributing to the program plan by sharing their ideas, interests and experiences with educators and peers.

- Educators observe and listen to the children and build upon their interests and capabilities.
- Play is child directed and children are encouraged to explore their ideas in all areas of the program, both indoors and outdoors.
- Play is enhanced by the educators by providing materials, objects, and resources to support the children's interests and learning experiences.
- Open-ended materials and 'loose parts' are available to further encourage exploration and self-expression.

6. To provide opportunities for a range of experiences that support each child's learning and development:

PCDC encourages and supports the growth of a child as an individual within a co-operative, child centered environment by -

- viewing children as unique, competent, eager and active learners who benefit from a variety of experiences.
- providing opportunities for exploration, skill development and relationship building, all components which lead towards the discovery of their own identity.
- providing curriculum based on the principles of ELECT; (*see previous paragraph for details on ELECT principles*).
- regular communication between educators and the sharing of observations, ideas and experience for planning based on children's interests.
- utilizing available resources such as the City Resource Consultant assigned to PCDC to establish IPP's (individualized program plans) in consultation with families.

7. To incorporate a range of indoor and outdoor play, active play, and quiet play experiences:

PCDC recognizes that active play is an important part in the development of healthy bodies and minds and that the outdoors is the best place for children to practice and master emerging physical skills.

Children have the opportunity to:

- experience motor skills like running, leaping, and jumping, practice ball-handling skills, like throwing, and catching.
- perform manipulative skills such as pushing riding toys, pulling a wagon, and lifting and carrying movable objects.
- develop cognitive and social/emotional skills through the invention of games and learn about the world in their own way.
- feel safe and in control, which supports decision-making and organizational skills.
- invent rules for games and develop an understanding of why rules are necessary and improve communication skills and vocabulary as they invent, modify, and enforce rules.
- develop numeracy skills by keeping score and counting.
- develop social skills by learning to play together and cooperate.
- utilize all of their senses while engaged in the outdoor environment.

During inclement weather gross motor play is implemented in an alternate space such as a vacant classroom or hallway.

Opportunities for rest are available to provide a balance of active and quiet time activities. To facilitate the transition to rest or quiet time, PCDC provides books and puzzles, as well as soothing background music. The educators may read a quiet story and dim the lights. PCDC considers the individual needs of the children and requests by families around rest time and where possible provides alternatives to remaining in a darkened sleep room.

8. To foster family engagement and communication:

PCDC recognizes that families know their children best and that the sharing of knowledge is vital to the success of their child. Supporting the value of 'parents as partners' PCDC provides opportunities for:

- families and educators to meet through either formal or informal meetings, and encourages and supports conversation at drop off and pick up times
- families of children enrolled full time have the opportunity to register with the Lillio Communication App to receive regular updates, including photos of their child engaged in activities throughout the day
- families receive a monthly calendar with accompanying newsletter highlighting upcoming events and summarizing activities of the past month
- families can attend Board meetings and PCDC's Annual General Meeting and encourage families to join the Board as a representative of their child's program.
- teacher-parent sessions for the sharing of and exchange of information about their child; arrangements can be made for educators and families to meet any time they are requested or required.
- family workshops on topics of interest
- families to provide feedback through online survey forums on a variety of topics, issues, or concerns
- families and educators to gather in a Festival of Light's celebration of diversity and cultural holidays in December
- families to attend a Graduation ceremony in June.

9. To involve local community partners:

PCDC engages and involves local community partners in supporting its children, families and educators. The local community is usually the child's first experience of a broader world outside of the family home.

As a long-standing institution in the community, PCDC is recognized for its commitment to and support of the children, families and local community partners. PCDC provides opportunities for:

- visits to the local Public Library to engage in planned and unplanned reading and learning opportunities.
- visits to the local grocery store to explore a variety of fruits, vegetables and other foods, promoting and encouraging discussion on healthy food habits and multicultural foods.
- participating in invitations from Palmerston Public school to attend assemblies, parades and other school events.
- volunteers and ECE students to engage in practical work experience and enhance the learning experiences already provided to the children.

10. To support educators in continuous professional learning: PCDC is an equal opportunity employer and aims to select the best qualified individual for each position in accordance with PCDC's Anti-Bias Policy.

- educators can expect to be treated fairly and with respect.
- PCDC educators are committed and skilled professionals who recognize and understand the requirements necessary to support and facilitate children's development and growth.
- PCDC educators possess effective communication and inter-personal skills and are able to relate to both children and families. They have developed proficient skills of observation and insight over sharing reflections with other educators and families.
- PCDC supports and provides its educators with opportunities for professional development through field-related agencies, facilitators and in-house workshops.

- PCDC maintains membership with **Umbrella Central Daycare Services**, <https://www.umbrelladaycare.com/> an *organization* created to assist with setting up, administering, and offering quality programs for young children and providing professional development opportunities for educators
- PCDC makes arrangements for educators to participate in webinars and online training opportunities.
- PCDC's RECE's are registered with the College of Early Childhood Educators <https://www.college-ece.ca/enand> and are supported in their Continuous Professional Learning requirements.

11. To document and review the impact of the strategies outlined in the goals 1 through 10:

PCDC recognizes and supports the ideology that pedagogical documentation is an effective tool for educators to discover and record how children think and learn.

Educators make daily observations of the children to facilitate their future planning. Documentation provides an opportunity for:

- visually displaying children's learning experiences and development toward self-identity
- a snapshot summary of a child's 'world' and their role in it
- initiating dialogue with families about their child's daily learning experiences
- families to add their own experiences about their child's learning
- children to be included in the planning process
- educators self-reflection as they continue to engage in professional learning

*The purpose of observations and documentation is to "help to create a holistic picture of children's experiences, development and learning, and help to support planning that is meaningful to each child."

"Documentation is a tool to make children's learning visible. It can help practitioners gain greater insight into children's thinking throughout everyday experiences. It is also used to reflect children's thinking, to help them generate new ideas, learning, and discoveries. Documentation allows us to gather, share, and discuss evidence of development and learning with parents, children and other practitioners." <http://www.edu.gov.on.ca/childcare/oelf/observation/>

PCDC provides written documentation, visual displays and photo documentation of children's learning experiences to families as a means to gain insight into How Learning Happens at PCDC every day.

PCDC was established in 1980 and is recognized as playing an active role in the Annex neighborhood and being a vital service to the community for over 40 years. PCDC's professional and experienced educators are recognized for their dedication and long-term commitment in making it a warm, safe and thriving 'home' for its children.

ANNUAL EDUCATORS REVIEW OF PALMERSTON COMMUNITY DAYCARE'S PROGRAM STATEMENT:

PCDC management and educators will review the Program Statement annually to:

- ensure that PCDC's program statement reflects its philosophy; and ensure that as best practices change and evolve the program statement reflects any changes.
- ensure that program statement is consistent with actual practices.
- ensure that the program statement conforms to current requirements; and new information and updates in the field of Early Childhood Education are included.
- ensure that the language of the program statement is clear and understandable, and that staff members can utilize the program statement as a tool to guide them in the performance of their professional responsibilities.

EDUCATORS

PCDC is administered by a Director and Supervisor. The Director is hired by the Board of Directors and evaluated annually by the Chair and/or Personnel Committee Chair. The Director keeps the Board of Directors informed of the day to day operations through monthly reports at board meetings. The Supervisor assumes the responsibilities of the Director in his/her absence.

PCDC is an equal opportunity employer and aims to select the best qualified individual for each position in accordance with PCDC's Anti-Bias Policy.

PCDC's programs are staffed by RECE's and ECA's according to current room operating capacities. All educators are encouraged to participate in professional learning experiences. RECE's must be registered with the College of Early Childhood Educators (CECE) and must maintain their membership while employed as a RECE. They are required to participate in the CECE's mandatory Continuous Professional Learning (CPL) opportunities.

See <https://www.college-ece.ca/en/Public/Parents> for more information on the CECE

A resource consultant is available to PCDC through Toronto Children's Services to act as a resource in meeting specific needs of children when required.

There are screened volunteers, high school students and ECE college students (participating in their field placement requirements) present at various times throughout the year. These volunteers and students are supervised by a PCDC employee at all times and are not permitted to be alone with any child.

As per the Childcare Early Years Act, (CCEYA) *Criminal Reference Checks, see appendix*, all educators, students and volunteers are required to undergo criminal reference checks. This includes vulnerable sector screening which must be updated every five years. Offence declarations must be provided every year that Vulnerable Sector Checks are not required.

All employees, students and volunteers must have a valid standard first aid certification including infant and child cardiopulmonary resuscitation (CPR); *see CCEYA Standard First Aid* and participate in annual re-certification.

All employees, students and volunteers will undergo a health assessment and immunization as recommended by the local medical officer of health before commencing work. *See CCEYA - Health Assessments and Immunization of Staff*

TDSB custodians are on site and conduct regular maintenance and respond to operational issues and concerns of PCDC when brought to their attention.

BOARD OF DIRECTORS AND COMMITTEES

The Board of Directors, in conjunction with the Director, is responsible for the hiring and dismissing of educators, managing finances and addressing legal questions, determining fees and policy, direction and program content and organizing annual fundraising initiatives.

The Board is represented by members from the parent/guardian body and is composed of the following: ***Chair, Vice Chair, Treasurer, Secretary***

- 3 to 5 members from the preschool component,
- 3 to 5 members from the JK/SK component,
- 3 to 5 members from the school age component and
- 1 to 2 members from the nursery school component.

Also sitting on the board is either the Principal or Vice Principal of Palmerston Public School, the Director, and Supervisor of PCDC and one staff representative.

The board meets once a month for a minimum of 10 meetings. The Annual General Meeting is held in May. This is when new Board members are elected.

All families of children at PCDC are encouraged to attend board meetings and to serve as members of the board. Voting is restricted to elected members of the board.

Standing committees may include

- Fundraising
- Policy
- Personnel
- Finance
- Governance

Board members sit on these committees and membership to the committees is also open to the parent population. Ad hoc committees that address other issues as they arise, such as Catering, Safety and Strategic Planning are formed when needed. All families are welcome to participate on any committee of interest to them.

Palmerston Community Daycare Centre

Safe Arrival and Dismissal Policy and Procedures

Date Policy and Procedures Established: January 1, 2024

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care at Palmerston Community Daycare Centre.

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 Palmerston Community Daycare 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, see below.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

General

- Parents/Guardians are responsible for notifying PCDC when their child is going to be absent or late for daycare by 10:00 am. If a child is absent or later for any reason, the parent/guardian must contact PCDC immediately by email or through PCDC's communication app, Lillio to report the reason for the absence.
- PCDC will ensure that any child receiving care at the childcare centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written or verbal authorization the childcare centre may release the child to.
- PCDC will not release any children from care without adult supervision. Anyone other than the parent/guardian picking up the child must be at least 16 years of age. When a parent /guardian is required to provide consent for a person who is under the age of 16 but no younger than 12 years of age to pick up a child from the daycare, PCDC will require the parent to sign a consent form allowing the underaged person to pick-up their child. This signed consent form will be added to the child's file. Anyone picking up a child from PCDC for the first time, with parental consent, will be asked to provide identification.
- Where a child does not arrive at PCDC as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been. In the event the parent/guardian advises of a change to the child's pick-up procedure where someone other than the child's parent/guardian will be completing pick up, the staff must confirm that the person is listed on the child's emergency file contact list. If the individual is not listed, ask the parent or guardian to provide authorization for pick-up in writing or verbally by phone.
 - document the change in pick-up procedure in the room's daily communication book or on the attendance sheet under details.
 - sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a preschool child, nursery child or school age child on non-instructional days does not arrive at PCDC by 10:00 am and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message, sent an email, or advised the closing staff at pick-up), the staff in the classroom must:
 - A) Inform the administration staff that the child has not arrived to PCDC. The administration staff will commence contacting the child's parent/guardian no later than 10:00 am. The administration staff will call the child's parent/guardian and if no parent/guardian is reached, will then send a message via email.
 - B) If PCDC does not hear back within 15 mins from the time the email was sent PCDC will then send a message through the daycare's communication app, Lillio. If PCDC does not receive a response within 15 mins. we will begin contacting the emergency contacts on the child's emergency list. If we have not reached a parent/guardian or emergency contact within 1 hour of our first call then PCDC may, at the discretion of the administration staff contact the authorities to report the child missing (e.g. Toronto Children's Services, Ministry of Education, police). The administration staff may then report a serious occurrence to the Ministry of Education and then report the missing child to the police. This will apply to our school age children on non-instructional days i.e., PA Days, summer camp, school holidays.
2. For the school age children on instructional days at lunch and/or afterschool when a child has not arrived to PCDC's pick-up location the school age staff will contact the school office to inquire if the child was absent from school. If the child was absent, we will then mark the child absent on the attendance sheet. If the child attended school the staff will then proceed to call the parent/guardian to inquire about the absence of their child. If the staff cannot get a hold of the child's parent/guardian, they will inform the administration staff to send an email to the parent/guardian. The administration staff will then follow the steps above in paragraph B.

3. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the room's daily written communication book.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written and or verbal authorization that PCDC may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

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

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up the administration staff or designated staff in charge shall wait 30 mins. then begin to call and/or email the parent/guardian and advise that the child is still in care and has not been picked up.
2. Where the staff is unable to reach the parent/guardian, the administration staff will then send a message through the daycare's communication app, Lillio. If we do not receive a response within 15 mins, we will begin contacting the emergency contacts on the child's emergency list. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact PCDC.
3. Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall proceed to make a second call and email to the child's parent/guardian to inform them that their child has not been picked up yet.

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 the 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 about their pick-up time. In the case where the person picking up the child is an authorized individual; the staff shall call the authorized individual letting them know that the child has not been picked up yet.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall begin contacting the emergency contacts from the child's emergency 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 Children's Aid Society (CAS) of Toronto at 416-924-4646 or toll free at 1-866-527-0833. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

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

Glossary

Palmerston Community Daycare Centre: PCDC

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the childcare program staff in writing can pick-up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the childcare centre.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

Administration Staff: Director, supervisor, or designated staff in charge

Regulatory Requirements: Ontario Regulation 137/15

Safe arrival and dismissal policy

50. Every licensee shall ensure that each childcare centre it operates and each premises where it oversees the provision of home childcare has a policy respecting the safe arrival and dismissal of children that,

(a) provides that a child may only be released from the childcare centre or home childcare premises,

(i) to individuals indicated by a child's parent, or

(ii) in accordance with written permission from a child's parent to release the child from the program at a specified time without supervision; and

(b) sets out the steps that must be taken if,

(i) a child does not arrive as expected at the centre or home childcare premises, or

(ii) a child is not picked up as expected from the centre or home childcare premises.

I have read and understand Palmerston Community Daycare's Safe Arrival and Dismissal Policy and Procedures.

Parent/Guardian Signature: _____ Date: _____

PARENTAL COMPLAINT RESOLUTION POLICY AND PROCEDURE

*Established: October 2017
Approved: October 24, 2017*

Purpose

The purpose of this procedure is to ensure Palmerston Community Daycare Centre (PCDC) consistently addresses complaints in a timely and appropriate manner. The procedure will help to support both educators and families in making decisions.

Complaints can be made based on dissatisfaction with care, with service, or with a decision made by an educator; or if an individual/family believes they have been treated unfairly or not respectfully, or for any other reason.

All complaints will be taken seriously by PCDC and will be considered as opportunities for development and staff training.

Overview

This procedure involves three steps; complaints of a more serious nature will also follow **step 2a** which requires the Executive Director (the ED) to bring the concern to the attention of the Board of Directors.

Procedure

Reporting

The first resource available to families with a concern or complaint is the PCDC educators; if a concern or complaint is program or educator-related, the complainant is encouraged to discuss the issue with the educator, and the educator is encouraged to work to resolve the issue, prior to bringing the issue to the attention of the Director. The educators are directly involved in the program and are often best able to provide explanations and resolutions.

Educators will follow the steps below when dealing with a concern of a family:

- 1) Thank the family for bringing the issue or concern to our attention. Let them know it will be followed up and a response will be provided as soon as possible.
- 2) The educator will document the concern in PCDC's daily log book.
- 3) If further discussion is required a meeting will be arranged with all parties involved.

Operational issues and concerns can be addressed to the Director.

Concerns and complaints can be brought to the Director's attention in person, via email, by phone or voice messaging system.

For immediate assistance, contact the Director in person, via email, by phone, or by voice messaging.

Any concern or complaint submitted directly or indirectly to the Director, will be acknowledged by the Director within **one business day** to assure the complainant that their concern is being addressed. This will include advising the complainant if it is immediately apparent that the issue requires escalation and involvement of the Board of Directors, or an external agency such as Toronto Children's Services or the Ministry of Education.

If a concern or complaint falls under the criteria of a reportable Serious Occurrence (SO) (see PCDC's Serious Occurrence Policy) it will be reported as a SO and compliance recommendations will be followed if and as required.

Director Review

The Director will receive details surrounding the concern or complaint from all parties involved, including any resolutions proposed by the complainant or educator. If the Director deems it necessary, an investigation may be conducted to add clarity to the case or to determine additional details. Details will be collected and recorded on the complainant resolution form.

The Director will consider the merits of both the course of action or decision made by the educator as well as any proposed resolution or course of action requested by the complainant.

The Director will recommend or confirm resolutions, including steps for prevention when necessary.

The Director's review and resolution will be documented and findings will be communicated to both the educator and the complainant. The documentation will be kept confidential and stored in a locked cabinet.

If the Director cannot reach a conclusion which satisfies the needs of both parties, or if the Director determines that the complaint is of a serious nature, it will be brought to the attention of the Board of Directors.

2a. Board of Directors Review

In rare circumstances when the Director is unable to resolve the situation, the Director will bring the matter to the attention of the Board of Directors within 24 hours. The Board of Directors will review the case including details initially provided by the educator and complainant, their proposed resolutions, prior cases of a similar nature, and the Director's proposed conclusion. Specific options will be considered by the Board, decision(s) documented, and an action plan will be implemented.

Resolution

When a resolution has been determined by the Director or by the Board, as applicable, both the complainant and the involved educator will be notified. Potential resolutions may include:

- Altering a policy or procedure
- Putting into place prevention strategies
- Providing an explanation to the complainant, to an affected group, or to all members of the PCDC community
- Changing the decision initially made by the educator
- Maintaining a decision made by the educator
- Retraining the educator involved, or if deemed necessary retraining all PCDC educators
- Determining that PCDC can no longer meet the needs of the family. In this case, PCDC will use reasonable efforts to assist the family in finding alternative care.

There is also opportunity for the complainant to meet with the Board if they are not satisfied with the resolution.

DUTY TO REPORT

In accordance with the Child and Family Services Act, we all share a responsibility to protect children from harm. This includes situations where children are abused or neglected in their own homes. Ontario's Child and Family Services Act (CFSA) provides for protection for these children.

It is the responsibility of every person in Ontario, including a person who performs professional or official duties with respect to children, to immediately report to a Children's Aid Society if s/he suspects that child abuse has occurred or if a child is at risk of abuse. This includes any operator or employee of a childcare centre. An individual's responsibility to report cannot be delegated to anyone else.

Sub-section 72.1 of the Act states that *the public, including professionals who work with children, must promptly report any suspicions that a child is or may be in need of protection to a children's aid society (CAS)*. The Act defines the phrase "child in need of protection" and explains what must be reported to a CAS. It includes physical, sexual and emotional abuse, neglect, and risk of harm.

FAILURE TO REPORT:

Professionals and officials have the same duty as the rest of the public to report their suspicion that a child is or may be in need of protection. However, the Act recognizes that people working closely with children have a special awareness of the signs of child abuse and neglect, and a particular responsibility to report their suspicions.

Any professional or official who fails to report a suspicion is liable on conviction to a fine of up to \$1,000, if they obtained the information in the course of their professional or official duties. [CFSA s.72 (4), (6.2)]

FOR MORE INFORMATION GO TO:

<http://www.children.gov.on.ca/htdocs/English/topics/childrensaid/reportingabuse/abuseandneglect/abuseandneglect.aspx>

Review of the nature and/or frequency of any complaints (including those that are resolved) will be conducted on a bi-annual basis.

Prohibited practices:

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

KINDERGARTEN AND SCHOOL AGE CHILDREN COMMUNICATION AND RESOLUTION POLICY

Policy:

From time to time incidents or conflicts may occur either at the daycare or school that involve children that are enrolled both at Palmerston Community Daycare Centre and attend Palmerston Ave. Jr. Public School.

Incidents or conflicts occurring while the child or children are in attendance at *PCDC* will be dealt with by *PCDC* educators directly. This includes during morning, lunchtime and after school care.

PCDC educators will address each individual situation and try to find resolutions as necessary and applicable to achieve a satisfactory outcome. Families are informed of any situations that may arise that require further investigation or support from both home and daycare.

In the event that *PCDC* finds it necessary to inform Palmerston Ave. Jr. Public School teaching staff or administrative staff of a situation, ie – if an incident has the potential to escalate or continue during school hours, the child's parents or guardians will be notified that the school has been apprised of a situation, see *consent for informal and ongoing sharing of information* form's reference to *behaviour*.

If *PCDC* families have a concern about something involving their child that has occurred while at the school or in the classroom, they are encouraged to bring the concern forward in a timely manner directly to the appropriate persons at Palmerston Ave. Jr. Public School.

The shared goal of *PCDC* and Palmerston Ave. Jr. Public School is to support and encourage the emergence of positive behaviour development and socially acceptable interactions among all of its children.

ENROLMENT MANAGEMENT / WAIT LIST POLICY

POLICY:

The on-going financial wellbeing of **Palmerston Community Daycare** depends upon maintaining full enrolment (defined as operating at an average of 98 percent operating capacity).

Enrolment priority into Palmerston Community Daycare is for children who reside in the Palmerston Junior Public School catchment area. For area streets **see:** <http://www.tdsb.on.ca/Findyour/School/ByMap.aspx?focusOnSchool=5214>

If PCDC has vacant spaces and has exhausted its in-district waiting list, only then will children out of district to Palmerston Junior Public School be considered for enrolment into the daycare centre.

Families will be required to sign a letter confirming they understand that their child is out of district and may not be eligible for registration at Palmerston Ave. Jr. Public School.

Palmerston Community Daycare will employ a two - pronged approach to enrolment management through:

1. Active review and updating of the waiting list and
2. A proactive “move-up” planning strategy. Children will be accepted in to the centre from the waiting list on a first come, first served basis with two possible exceptions:
 - A. Siblings of children currently enrolled in the centre have precedence over those who may be higher on the waiting list when a space becomes available.
 - B. The length of time that an incoming child will be eligible for any given group will be considered in the context of the “move-up” planning strategy. Should the first child on the waiting list be very close in age to moving up to the next age group and there will not be space available in the next age group, the next child on the list may be admitted.

PROCEDURES:

1. The Executive Director will review enrolment on a monthly basis and will report to the Board any actual and anticipated variances from enrolment numbers used to build the budget for the centre.
2. The Executive Director and educators from each age group will meet on a monthly basis or as-needed to determine which children will be moving to the next age group and to project the dates of movement.
3. The Executive Director will ensure that the centre waiting list is reviewed every six months. The review will include:
 - A. Contacting those on the waiting list to determine their continued interest in placement at **Palmerston Community Daycare**. If a family cannot be reached, an email will be sent indicating that if they do not contact the centre within ten (10) days to confirm their continued interest in enrolling their child, their name will be removed from the waiting list.
 - B. Culling the names of children who have “aged out”.
 - C. Determining if those families who have indicated that they will require subsidy have completed the process with the City of Toronto Children’s Services Division to be placed on the subsidy waiting list.

Palmerston Community Daycare Centre Fee Payment Policy / Topic: Payment Terms		
Development Date: 2014.09	Board Approval: 2014.10.30	Revision date: 2021.02.23/2023.02.21

POLICY:

In the best interests of its members and educators, the Board of Directors of Palmerston Community Daycare (PCDC) is obligated to operate the daycare in an efficient and responsible manner.

This policy ensures the financial well-being of the daycare while maintaining sensitivity towards the special needs of those PCDC members who may encounter financial difficulties.

PROCEDURES:

Enrollment

Child(ren) shall be deemed enrolled in PCDC upon the confirmation by email of an offer of enrollment by the Director/Supervisor. Upon acceptance of enrollment, families shall be required to pay a conditionally refundable deposit as follows:

- Families of children confirmed as enrolled in a CWELLC eligible program will be required to provide a deposit per child of the first month's fees according to the monthly fee in the year of a child's enrollment.
- Parents of school age children will be required to provide a deposit per child of \$500. *(no change)*

Payment

- Fees are determined by the Board of Directors and reviewed annually in advance of the City Budget submission in the fall.
- Monthly fees are pro-rated to reflect enrollment days for each program.
- Nursery program fees are prorated to reflect that on TDSB non-instructional days between September and June, the Nursery program does not operate.
- Fees are processed on the first of each month and the full monthly fee is payable regardless of absence due to illness or vacation to maintain a child's space.
- Child care fee subsidies are available to eligible clients. Please see toronto.ca/childcare for information.

By Pre-authorized Debit:

- Fees are payable by PAD (Pre-authorized Debit) and families are required to complete the information and agreement forms prior to enrolling their child(ren) at PCDC.
- Families of newly enrolled children will have their initial deposit credited against their first month's fees and their first month's payment will be adjusted accordingly.
- Families requesting alternative payment arrangements must do so in direct consultation with the Executive Director.

Late Payment

- Payment shall be considered late if PAD fee transactions cannot be completed on the first of each month.
- A late payment fine of \$25 (non base fee) shall be applied to the client's account per month per child.
- Reasonable consideration upon review may be given to late payment submissions and the late payment fine may be waived.
- Situations that may result in a late submission of fees may include, but are not limited to, hospitalization, sudden loss or substantial reduction in income, errors on the part of a financial institution, death of a family member, or unexpected changes in household composition.
- If notification has been received re. insufficient funds from a financial institution, the family shall pay all applicable financial institution charges and an NSF fee of \$25.00 (non base fee) will be processed.

(con't.) Fee Payment Policy / Topic: Payment Terms

- A parent shall be considered in arrears if no alternate payment arrangements have been made and the amount owed to PCDC exceeds one month's fees.
- Families with accounts in arrears shall receive notification per email from the Director to remit the full amount owing by the 15th of the month in which notice is given.
- If payment is not provided by the due date the Director will notify the Board.
- Pending the Board's decision, immediate withdrawal of the child from PCDC may result.

Withdrawal

- Clients of enrolled child(ren) seeking to withdraw from PCDC must provide 30 days written notice (email acceptable) to the Director.
- PAD transactions processed after the date of written notice of intent to withdraw before the 30 days notice period has expired are still valid, cashable by PCDC and subject to the same late payment terms described above.

Refunds / Credits

- If a family is over charged a refund will be given through e-transfer or cheque. The family has an option to have a credit on their account. The credit can be applied to future fees.

Closure Due to Unforeseen Circumstances

- If PCDC must close any or all of its programs due to unforeseen circumstances (ie – including but not limited to a pandemic), **see *Unexpected Closure Policy***, the Board, with consultation from the Ministry of Education, Toronto Children's Services and Toronto Public Health will look at the severity of the situation in order to determine how long PCDC may need to remain closed.
- A portion of the families fees may be refunded and/or credited for unforeseen closures longer than two (2) weeks, at the discretion of the Board.
- In the event a closure occurs on or after the 15th of the month, parent fees for the closure period may be non-refundable at the discretion of the Board of Directors.

Revision approved 1.03. 23

Fee Payment Policy Information Update: November 2022: re. CWELCC

As of March 28, 2022, Ontario reached an agreement with the federal government for the Canada-Wide Early Learning and Child Care (CWELCC) System. The implementation of the CWELCC System is a five-year plan which includes improving affordability, enhancing quality, increasing child care access, supporting inclusion, and supporting data reporting. PCDC is enrolled and was approved for the CWELCC System as of September 1, 2022.

We will be working with our municipal and provincial partners to determine refunds for all eligible families. An "eligible child" is a child from 0-6 years, up to the 30th day of the month in which the child turns six. This funding will flow to us through Toronto Children's Services. Refunds will be issued to PCDC's eligible families only once the Centres secure



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PCDC 2025 FEE SCHEDULE		
NURSERY PROGRAM	FEE	CWELCC FEE
MONTHLY	\$500.00	\$261.00
PRESCHOOL PROGRAM (RABBITS & RAINBOWS)	FEE	CWELCC Fee
MONTHLY	\$1080.00	\$478.50
JR. & SR. KINDERGARTEN PROGRAM (SILVER / BLUE SHARKS)	FEE	CWELCC Fee
MONTHLY BEFORE, HOT LUNCH & AFTER SCHOOL CARE	\$740.00	\$349.65
WEEKLY SUMMER CAMP	\$265.00	\$110.00
SCHOOL AGE PROGRAM (JR. & SR. ALL STARS)	FEE	CWELCC Fee
MONTHLY BEFORE, HOT LUNCH & AFTER SCHOOL CARE	\$640.00	N/A
WEEKLY SUMMER CAMP	\$285.00	N/A

- All monthly fees are pro-rated to reflect enrollment days for each program (see fee policy)
- Pre-Authorized Debit for monthly fees will be processed on the 1st of the month
- All program fees are non-refundable
- A \$25.00 fee is applied to declined PAD transactions that are returned as NSF

Policy Name: Palmerston Community Daycare Attendance Policy and Procedures		
Development Date: 2013	Approval Date: 2013	Revision Date: 2015 / 07.2020

POLICY

Palmerston Community Daycare Centre (PCDC) will be as flexible as possible in accommodating family needs and requests for arrival, departures and attendance at the centre. Fees are payable regardless of whether a child is absent due to illness, vacation or other reason.

Procedures:

1. PCDC is open from 7:30 a.m. to 6:00 p.m. Monday to Friday. Hours of operation change at specific times during the year, ie – Easter Monday and the December/January TDSB non-instructional days. Other occasions when operating hours may be reduced include but are not limited to EFTO strike days, health outbreaks or pandemics, on-site construction, power disruptions, all of which may impact the safe and efficient operation of the centre. Parents/guardians will receive advance notification of any changes.
2. Parents/guardians are asked to contact the centre per email or phone call by 9:00 a.m. if their child is coming in later on a particular day or will be absent for the day.
3. Parents/guardians must check in with a staff member directly when they are bringing their child in for the day, as well as when they are picking their child up from the centre. Staff will record time of arrival and departure for each child on the daily attendance record.
4. If someone other than a parent/guardian has permission to pick up a child, their name(s) and contact information and relation to the child must be noted on the child's registration form at time of enrolment. The centre must be notified in advance verbally, by email or phone if a person (listed in child's file) other than parent/guardian is picking up child on a particular day.
5. The centre will be closed on the following days:

New Year's Day	Good Friday	Labour Day
Boxing Day	Thanksgiving Day	Victoria Day
Christmas Day	Canada Day	Family Day

PCDC may be closed on other days around the winter holiday at the request of the School Board and at the discretion of the Board of Directors. Parents/guardians will be notified of unscheduled closures in advance.
6. Children can only participate in field trips outside the centre if a field trip permission form is completed and signed prior to the excursion authorizing the child's participation.
 - Parents/guardians will be given specific notice of field trips, indicating mode of transportation, date, time and location.
 - Children must be present at the centre a *minimum of 30 minutes prior to departure* for a field trip to be checked in, participate in a review of safety rules and procedures and receive specific instructions pertaining to the days' excursion.
 - Failure to arrive in advance may result in the child not being able to participate. Staff will not be contacting the parent to inquire if their child is attending.
 - If a parent does not wish their child to participate in an activity or field trip organized by PCDC they must seek alternate care for their child on that day.
7. The centre requires thirty (30) days' notice in writing (email acceptable) if a child is being withdrawn. If a child is withdrawn without notice, two weeks' full fees will be required in lieu of notice.

Policy:

Palmerston Community Daycare Centre (PCDC) is located on Palmerston Ave. Jr. Public School property, which operates under the auspices of the Toronto District School Board (TDSB). The Centre is consequently subject to the rules and regulations of the TDSB regarding unexpected closures; as well, the Centre may close at the discretion of the Executive Director and Board of Directors if circumstances deem it necessary.

Procedures:**A. Closure due to job action or strike:**

In the event of job action or strike involving Palmerston Ave. Jr. Public School personnel, every effort will be made to keep the Centre open and operating at full capacity. Please refer to PCDC's Contingency Plan in the Event of a Strike policy for details. A job action or strike may cause restrictions to the hours of operation and/or programs offered. If there is a complete lockout, the Centre may not be able to operate as normal.

B. Closure due to Health and Safety or other circumstances:

Due to unforeseen circumstances, the Centre may be required to close for health or safety reasons (e.g., illness outbreak, pandemic, fire, flood, etc.) as instructed by the TDSB, Toronto Public Health, and/or Health Canada. Due to the COVID-19 pandemic and possible resulting staff shortages, the Centre will also be required to close if we are unable to maintain the legislated teacher/child ratios mandated by the Ministry of Education.

C. Closure due to weather conditions:

The Centre may close due to severe weather conditions. The determination for closure may be made due to the following conditions:

- i. Direction from the TDSB to close schools for the day or to close schools early; *or*
- ii. At the discretion of the Executive Director and Board of Directors who have been instructed or alerted by Environment Canada and/or the Ontario Provincial Police due to dangerous driving conditions. Driving conditions may be considered dangerous when school buses are cancelled, and when the Toronto Police and/or OPP are advising motorists to stay off the roads.
- iii. In the event that schools are closed and Before and After School Age programs cannot operate, all programs at PCDC, including the Preschool programs will close.

If the Centre is to be closed due to **c) severe weather conditions**, the Executive Director will make every effort to inform parents as soon as possible through email. If the Centre is closed early due to severe weather conditions, the Centre will advise parents to make arrangements to pick-up their children earlier than usual. The Executive Director will communicate any Winter Weather Warnings that are received the day or night before and request families to prepare for a possible closure.

Families must ensure that they have an emergency plan in place for any situations that could result in centre closures.

Parents are required to provide the centre with any changes/updates to emergency contacts and pick up person(s) and ensure all information pertaining to their child is current. This is especially important in the event that child(ren) must be picked up from the centre due to an earlier closure. Parents must inform the centre who the pickup person will be in this event.

Fees will not be refunded or reduced due to temporary, short term centre closures unless instructed to do so by the City of Toronto or the Ministry of Education.

In the case of forced closure of the centre for a sustained period of time, appropriate action will be determined based on the surrounding circumstances at that time.

PALMERSTON COMMUNITY DAYCARE CENTRE	Late Pick Up Policy - 2011
	revised December 2018

POLICY:

Palmerston Community Daycare Centre (PCDC) officially closes at 6:00 pm, Monday to Friday, as per our permit and lease agreement. As well, it is the end of the staff's work day. It is the parent's(s), guardian's(s) responsibility to ensure that their child(ren) is picked up by this time. Failure to do so can result in causing anxiety in some children, as well be an inconvenience to staff. This policy outlines the procedure and the penalties incurred as a result of late pick up.

PROCEDURES:

Parents/guardians must establish designated pick up agreements with at least 1 other individual. This can be a family member, friend or other parent of PCDC. These arrangements and the names and contact information of designated emergency and non-emergency pick up person(s) are recorded in the child's file so that in the event of an emergency, or when a parent is delayed, staff can release the child to the designated person(s).

PCDC will not release a child to anyone who has not been designated as an alternate pick up person. If the parent sends an email or phones PCDC with the name of an alternate pick-up person, he/she must provide identification upon arrival, and on the occasion of a first pick up. If a pick-up person is under the age of 16, an underage pickup consent form must be signed by the parent/guardian prior to the first pick up.

Late Pick Up Fine

- Children must be picked up from the centre by 6:00 pm. (Nursery children by 11:30 am).
- Children still at the daycare after this time will be considered as being picked up late.
- A fine of \$5.00 is in effect within the first five minutes after closing; a fine of \$1.00/minute is charged for every minute after the initial first five, ie – 6:01 to 6:05 pm \$5.00, 6:20 pm pick up, the fine is \$20.00, etc.
- The late fine is a non base fee and is payable directly to the staff member present, as staff are not paid for working overtime.
- Failure to pay the fine will result in the parent/guardian receiving a reminder with the amount owing.

Please note - on days when PCDC operates under alternate hours, arrival after the informed closure time is considered as late pick up.

Documentation is kept of all late pick ups, including the name of the child, date, time of pick up, amount of the assessed late fee, name of staff staying late, as well as whether payment was made to the staff.

Recurring lateness (more than three occasions within a one-month period) will result in the doubling of the fine as well as being asked to attend a scheduled meeting with the Director and/or Supervisor to discuss proactive solutions.

If the late pick-ups continue, the matter will be taken to the Board of Directors for further action.

Please note that if staff are unable to contact parents or their emergency contacts by 7:00 pm, staff must proceed as if the child were abandoned and contact the Children's Aid Society (CAS) to report the situation.

PROGRAMS / GROUPING

PRESCHOOL - AGES 2.5 TO 3.8

The 2 preschool groups consist of a maximum of 16 children per group who are enrolled in either the Rabbit or Rainbow room. There are two qualified RECE teachers in each room, as well as an ECA from 9:00 to 11:30 a.m. and from 3:00 to 6:00 p.m. A catered hot lunch and morning and afternoon snacks are provided.

SCHOOL AGE - AGES 3.9 TO 5.8

The Kindergarten School Age program is available to children enrolled in full day Kindergarten at Palmerston Ave. Jr. Public school. Childcare during the school year is available before and after school as well as during the school lunch period where children attend PCDC in a supervised setting and receive a hot lunch.

Afternoon snack is also provided on instructional days, and both a morning and afternoon snack is served during non-instructional days during the school year. Children may be required to bring their lunch on non-instructional days.

Full day childcare is provided during TDSB non-instructional days such as PA days, March Break, Easter Monday and the December, January break. PCDC operates a summer camp for school age children during July and August. A mandatory 2 week registration for camp is required to maintain a child's spot in the school age program for the following September to June school year.

Registered Early Childhood Educators are responsible for planning and implementing a play-based curriculum that includes opportunities for teacher-guided and independent activities, exploration, quiet times and regular outdoor play.

Communication between TDSB and Palmerston Daycare staff is encouraged to support transitions and the seamless day philosophy.

Parents will be required to complete an **Information Sharing Consent** form which supports communication among the professionals involved in a child's day to day educational and childcare experiences.

NURSERY SCHOOL - AGES 2.5 TO 3.8

PCDC operates a morning nursery school from September to June for 2.5 hours per day. This program is integrated within the two preschool groups. The nursery program operates Monday to Friday from 9:00 am to 11:30 am. A morning snack is provided. The program is closed during all TDSB non-instructional days and in July and August.

SCHOOL AGE - AGES 6 TO 12

The School Age program is available to children enrolled at Palmerston Ave. Jr. Public school. Childcare during the school year is available before and after school as well as during the school lunch period where children attend PCDC in a supervised setting and receive a hot lunch.

Afternoon snack is also provided on instructional days, and both a morning and afternoon snack is served during non-instructional days during the school year. Children must bring their own lunch on PA days. Parents will be notified in advance of any other occasions where children must bring their lunch.

Full day childcare is provided during TDSB non-instructional days such as PA days, March Break, Easter Monday and the December, January break. PCDC operates a summer camp for school age children during July and August. A mandatory 2 week registration for camp is required to maintain a child's spot in the school age program for the following September to June school year.

Registered Early Childhood Educators are responsible for planning and implementing the school age curriculum.

Parents will be required to complete an **Information Sharing Consent** form which supports communication among the professionals involved in a child's day to day educational and childcare experiences.

HEALTH POLICY - (the full Infection Prevention and Control (IPAC) Policy and Procedures are available upon request)

In order to enrol in the daycare, each child must have evidence of immunization and a physical examination by a medical doctor.

Staff members are required to provide evidence of a medical exam, record of immunization and TB test upon commencing employment.

Vigilance about health matters is critical in a daycare environment. The health of all the children depends on the co-operation of all parents/guardians and staff based on the current health standards.

Sending a sick child to daycare jeopardizes not only the child's health, but also that of the others in the day care.

Children considered too ill to participate in all aspects of the program, including outside time, may not remain at the centre as staff are not available to provide individual care to the child. It is important therefore, that parents/guardians arrange for alternative care for their child/ren when they are sick.

Parents/guardians are encouraged to keep the daycare informed and up-to-date about any concerns they may have with respect to their child's health.

The following are some important health policies that will protect the child as well as the health of other members of the daycare:

- The parent/guardian is required to phone or email the centre when a child is absent due to illness.
- If staff considers a child too sick to be exposed to the other children, the child will be removed to a separate, supervised area and the parent/guardian will be notified.
- The staff will use their discretion concerning the seriousness of a cold. A parent/guardian will be asked to pick up their child when he/she has a severe cold (cough, running nose) and the child should return only when they are well.
- The parent/guardian of a child with a fever will be asked to pick up him/her immediately; the child must have been fever free of a minimum of 24 hours before they can return to the centre.
- A child with a communicable disease will not be accepted into the centre without a doctor's note stating that the child is no longer contagious and can return to daycare.
- A child who is vomiting or has diarrhea will not be accepted into the centre for 24 hours after the illness has ceased.
- A child with an open wound or a rash that can be transmitted will not be accepted into the centre until the ailment has been treated and/or the child has a doctor's note stating that they are fit to return to daycare.

PCDC follows all guidelines for common communicable diseases as outlined by Toronto Public Health. *See following pages*

If there is a confirmed case of a communicable illness, i.e. - strep throat, impetigo, pink eye, etc. in a classroom, an email is sent to inform parents. Any outbreak of a communicable disease is posted within the centre and reported to Toronto Public Health. Parents are informed of the outbreak. TPH guidelines are posted in each classroom and copies are available to parents if requested.

PCDC has implemented a COVID-19 policy to address the COVID-19 pandemic. *see Covid –19 policy*

PCDC implements a lice check each month in each of its programs. If PCDC staff identifies head lice on a child they will notify the child's parent/caregiver by phone or email. They will be advised of PCDC's lice policy and be required to treat the condition. Following treatment and before being re-admitted into the Centre, an email confirming treatment has been done must be received and staff will check the child for any further sign of lice.

REPORTABLE DISEASES				
Disease	Signs and Symptoms	Transmission	Infectious Period	Exclude?
Chickenpox (Varicella-Zoster virus)	Generalized, itchy rash: Crops of small red spots turn into fluid-filled blisters that crust as they resolve. Other systemic symptoms such as fever.	Airborne: Spreads easily from person-to-person through the air (coughing/sneezing). Contact: Direct contact with the fluid from the blisters or respiratory secretions.	1 to 2 days before the rash develops, until crusting of all lesions (usually 5 days).	No – If child feels well enough to participate.
Norwalk (Norovirus)	Sudden onset of watery diarrhea, abdominal cramps and nausea. Symptoms last from 24 to 60 hours.	Contact: Direct contact with bodily fluids (contaminated hand to mouth). Indirect contact with contaminated food, water or other objects or surfaces contaminated with stool.	For duration of diarrhea.	Yes - 24 hrs symptom free Or 48 hrs symptom free during an outbreak.
Measles (Tuberculosis, Red Measles, Morbillivirus)	High fever, cough, runny nose, red eyes for 2 to 4 days before rash starts. Rash begins on face as small red spots, which enlarge and clump together and spreads down body.	Airborne: Spread easily from person-to-person through the air. (Highly contagious). Contact: Direct contact with respiratory secretions of an infected person	3 to 5 days before onset of rash until 4 days after onset of rash.	Yes – Until 4 days after beginning of rash and when the child is able to participate.
Mumps (Rubulavirus)	Swollen and tender glands at the jaw line on one or both sides of the face. May include fever, malaise, headache, inflamed testes and respiratory symptoms (especially for children aged five and under.)	Swollen and tender glands at the jaw line on one or both sides of the face. May include fever, malaise, headache, inflamed testes and respiratory symptoms (especially for children aged five and under.)	7 days before to 9 days after onset of swelling.	Yes – Until 5 days after onset of parotid gland swelling.
Pertussis (Whooping Cough, Bordetella pertussis)	Usually begins with runny nose and cough. Cough progressively becomes frequent and severe and may result in a high-pitch whoop sound. Loss of breath or vomiting after coughing bouts may occur. May last 6 to 10 weeks.	Droplet: From coughs and sneezes of an infected person to a distance of < 2 meters.	Highly infectious in the early stages of runny nose and cough to 3 weeks after onset of whooping cough (paroxysms), if not treated. Or after 5 days of treatment.	Yes – Until 5 days of appropriate antibiotics have been completed. If untreated, until 21 days after onset of cough.
Rubella (German Measles, Rubivirus)	Characterized by a red rash, low-grade fever and swelling of the glands in the neck and behind the ears. Usually uncomplicated illness in children.	Droplet: From coughs and sneezes of an infected person to a distance of < 2 meters. Contact: Direct contact with respiratory secretions of an infected person.	7 days before to 7 days after onset of rash.	Yes -For 7 days after onset of rash.

NON-REPORTABLE DISEASES				
Disease	Signs and Symptoms	Transmission	Infectious Period	Exclude?
Common Cold (Rhinoviruses)	Runny nose, sneezing, sore throat, cough, fever, headache, decrease of appetite and lack of energy. Most colds last for 7 to 10 days.	Droplet: From cough and sneeze of an infected person to a distance of < 2 meters. Contact: Direct contact with respiratory secretions. Indirect contact with toys, other objects or surfaces contaminated with respiratory secretions.	Highest during the first 2 to 3 days of symptoms and until 7 to 10 days after onset of symptoms.	No – If child feels well enough to participate.
Hand, Foot & Mouth Disease (nonpolio enteroviruses)	Fever, loss of appetite, malaise, sore throat, small painful mouth ulcers and a rash (small red spots or blisters on hands, feet and in mouth) and headache. May last 7-10 days.	Contact: Direct contact with stool, saliva, nose and throat secretions or fluid from the blisters of an infected person. Indirect contact with contaminated toys, objects or surfaces.	For duration of illness and up to several weeks after onset of illness.	No – If child feels well enough to participate.
Impetigo (Streptococcus pyogenes or Staphylococcus aureus)	Cluster of red bumps or fluid-filled blisters, which may ooze a clear fluid or become covered by an itchy honey-coloured crust. Usually appears around a child's mouth, nose or on exposed skin of the face or limbs.	Contact: Direct contact with skin lesions. Indirect contact with contaminated bed linens or clothing.	From onset of rash until 1 day after start of treatment.	Yes – Until 24 hours after treatment has been initiated. Lesions on exposed skin should be covered.
Fifth Disease (slapped cheek erythema infectiosum, Parvovirus B19)	A very red rash on a child's cheeks (slapped face appearance). A red, lace-like rash develops on torso and arms, then over the rest of the body. Rash may itch occasionally. May have low-grade fever, malaise, or a mild cold before rash starts. Rash may last 1 to 3 weeks.	Contact: Direct contact with respiratory secretions.	Several days before the appearance of the rash. Not infectious once rash appears.	No – If child feels well enough to participate.
Conjunctivitis (Pink Eye, nontypable Haemophilus influenzae, S. pneumoniae, Viral adenoviruses)	Purulent: Pink or red eyeballs, white or yellow discharge, matted or red eyelids and eye pain. Usually caused by a bacterial infection. Non-Purulent: Pink or red eyeball, clear and watery discharge, mild or non pain. May be caused by virus or non-infectious condition.	Contact: Direct contact with eye secretions. Droplet: From coughs and sneezes of an infected person to a distance of < 2 meters.	Bacterial: Infectious until 24 hours of appropriate antibiotic treatment. Viral: Infectious as long as there is eye discharge.	Yes – Until assessed by their health care provider. For bacterial conjunctivitis exclude until 24 hours after appropriate antibiotics has started.
Ringworm, (Tinea Corporis, various types of fungi)	Itchy, flaky ring-shaped rash, on face, trunk, limbs, scalp, groin or feet.	Contact: Direct contact (skin-to-skin). Indirect contact sharing combs, unwashed clothes, shower or pool surfaces and under fingernails from scratching. Can also be acquired from pets.	As long as rash is untreated or uncovered.	Yes – Until the appropriate treatment has been started.
Scarlet Fever (Streptococcus pyogenes)	Sore throat, fever, swollen tender neck glands with widespread bright red rash covering the entire body. Commonly seen on neck, chest, underarms, elbow, groin and inner thigh, tongue (strawberry tongue). Typically rash does not involve face, but there may be flushed cheeks. Rash feels like sandpaper.	Contact: Direct contact with saliva. Droplet: From coughs and sneezes of an infected person to a distance of < 2 meters.	Until 24 hours after appropriate antibiotic treatment started. In untreated cases, 10 to 21 days.	Yes – Until 24 hours after treatment has started and the child is able to participate in activities.
Strep Throat (Streptococcus pyogenes)	Sore throat, fever and swollen tender neck glands.	Contact: Direct contact with saliva. Droplet: From coughs and sneezes of an infected person to a distance of < 2 meters.	Until 24 hours after appropriate antibiotic treatment started. In untreated cases, 10 to 21 days.	Yes – Until 24 hours after treatment has started and the child is able to participate in activities.

NON-REPORTABLE CRITTERS				
Critters	Signs & Symptoms	Transmission	Infectious Period	Exclude?
Head Lice (Pediculosis capitis)	Itchy scalp, nits (whitish-grey egg shells) attached to hair shafts, live lice.	Contact: Direct contact head-to-head (live lice). Indirect contact by sharing hats, hair brushes, headphones, etc.	While nits or lice are present.	No – Children with head lice can attend school/day care and should be treated. Children should avoid close head-to-head contact.
Pinworms (Enterobius vermicularis, nematode, round-worm)	Itching around the anus, disturbed sleep and irritability.	Contact: Direct contact from fingers contaminated from scratching. Indirect contact from contaminated bed linens, clothing, toys, etc.	Until treatment is completed.	No – Re-infection from contaminated hands is common, therefore reinforce hand washing.
Scabies (Sarcoptes scabiei)	Red, very itchy rash which usually appears between fingers, on palms, underarms, wrists, soles, elbows, head and neck. Itchiness is usually worse at night.	Contact: Direct contact from person-to-person, prolonged, close and intimate skin-to-skin contact . Mites are almost invisible to the naked eye.	Until treated, usually after 1 or 2 courses of treatment, a week apart.	Yes – Exclude until after 24 hours of the first treatment given.

PERMISSION TO ADMINISTER MEDICATION POLICY:

Palmerston Community Daycare Centre (PCDC) will administer only medications prescribed by a medical doctor to the children in accordance with the provincial legislation.

Procedures:

1. Parents must fill out the **Permission to Administer Medication form** for each medication. This provides written authorization, including the dosage and times any drug is to be given.
2. Parents must supply the Daycare with medication in the original container clearly labelled with the child's name, name of the drug, the dosage, the date of purchase and instructions for storage and administering the drug.
3. Parents must hand medication to a staff member to ensure safe storage. No medications may be left in the cloakroom area, or in a child's bag or cubby.
4. Parents should inform staff whether the medication must be refrigerated or not.
5. If a doctor prescribes asthma medication or emergency allergy medication to a child AND if the doctor indicates on the prescription that the child is allowed to carry these medications, parents must do the following:
 - a. Provide the doctor's prescription to Educators
 - b. Complete the Medication Authorization form
 - c. Review with Educators when the child should be self-medicating.
6. Medication that is not doctor prescribed can only be administered when accompanied by a **Request for Administration of Non-Prescription Medication** form which must be completed and signed by a doctor.

Asthma medications and emergency allergy medications will be kept within reach of staff, so they are readily available in an emergency.

An RECE will be responsible for the administering of medications associated with their room.

Due to the frequency and their long-term daily usage the following are not considered medications and therefore will be administered as needed, as long as they are non-prescription and/or are not for acute (symptomatic) treatment, whether they have a DIN or not, and signed authorization has been provided by the parent/guardian.

- sunscreen
- diaper creams
- lip balms
- petroleum jelly
- hand sanitizers

A blanket authorization form is included with the enrollment registration package.

Palmerston Community Daycare		
Policy Name: Emergency Management Policy and Procedures		
Development Date – 05. 2012	Approval Date – 15.8.2012	Revision Date – 08.03.2019 / 03.25.2025

Policy Objective:

The purpose of this policy is to provide clear direction for educators to follow when dealing with emergency situations where children and educators are required to evacuate the building (this can include fire, natural disasters, man-made emergencies etc.). The procedures set out steps to be followed to support the safety and well-being of everyone involved.

See also - PCDC Fire and Evacuation Policy and Procedures; PCDC Lockdown, Hold and Secure Policy and Procedures

The following is the off-site location in case of evacuation:

Primary Location - Essex Public School, 50 Essex St., Toronto, ON, M5G 1T3, 416-393-0713

Secondary Location – St. Albans BG Club, 843 Palmerston Ave. Toronto, ON, M6G 2R8, 416-534-8461

Roles and Responsibilities of Educators During an Emergency:

Executive Director and/or Supervisor will:

- be in charge and provide clear direction to the educators.
- in the absence of the Executive Director the Supervisor will be in charge.
- in the absence of the Executive Director and Supervisor the designated educator in charge will be responsible for giving directions.
- communication during the emergency will be done by walkie-talkies.
- take childcare centre laptop and office emergency contact information binder.
- conduct a walk-through of the centre to ensure everyone has evacuated.

RECE educators will:

- have the children STOP what they are doing and line up at the door.
- inform the children what is happening in a calm and audible tone; tell children to move quickly, quietly and in an orderly fashion.
- the RECE educators will do a head count of the of children and record the number of children on attendance.
- the RECE educators will lead the Rabbit Room, Silver Sharks Room and Jr. All Stars Room children out of the building through the south doors to the south field away from the playground and remain in line.
- the RECE educators will lead the Rainbow Room and Sr. All Stars Room children out of the building through the north doors to the north field and remain in line.
- once outside a head count will be conducted again and the numbers reported to the Director/Supervisor or designate in charge and provide an update to the situation.

ECA educators will:

- quickly check the washroom areas, cubbies, and hallway for children.
- close windows, if possible.
- take with you the rooms Emergency Bag with first aid kit, medication, contact info., etc.
- take out PCDC's cell phone
- assist the RECE with the children by remaining at the back of the group, closing all doors behind.
- will conduct a head count of children as well as the RECE once outside

Providing Additional Support for any Child or Adult who Needs it in Case of an Emergency

(including the consideration of special medical needs)

- an educator will be designated as a one-on-one support to any children present who require support in the event of an emergency and follow the child or adult's action plan located in the room emergency backpack.
- all medications (EpiPens, inhalers etc.) will be kept in the room emergency backpack and taken with the group in an emergency situation.

Ensuring Children's Safety and Maintaining Appropriate Levels of Supervision During an Emergency

- the educators will remain calm and continue to supervise children, reassuring the children that the situation is under control to help keep them calm
- the educators will follow the centre's Child Supervision, Attendance Verification procedures throughout situation
- the educators will listen for any instructions and wait for a status update
- everyone will re-locate to the designated alternate location, if necessary

Communication with Families

- the Executive Director, Supervisor or designate in charge will endeavour to notify families of the emergency by email if possible; however certain situations may preclude this possibility; if required, depending on the emergency situation and ability to do so, families will be notified by cell phone

Contacting Appropriate Emergency Response Agencies

- The Director, Supervisor or Educators will contact 911 for Police, Fire, Ambulance during an emergency situation

Addressing Recovery from an Emergency:

- normal operations will resume once it has been confirmed that it is safe to do so
- **the Ministry of Education Program Advisor will be contacted and informed of the emergency and recovery plan**

Debriefing Educators, Children and Parents After an Emergency

- once the emergency has been declared over, educators, children and families will be debriefed
- the educators will speak with children in age-appropriate, simple language about the situation
- the Director/Supervisor will compose a letter for the families to communicate the details of the incident and response
- the Director/Supervisor will schedule a meeting with the educators to debrief the incident and response

Resuming Normal Operations of the Child Care Centre

- once an all clear has been declared and it is safe to return into the childcare centre building normal operations will resume
- the educators and children will re-locate to designated alternate location if unable to return into the childcare centre building

Supporting Children and Educators Who May Have Experienced Distress During an Emergency

- PCDC educators will provide support to children in their groups, if they need extra support and have experienced distress during the experience.
- The Director/Supervisor will provide support to the educators who have experienced distress during the experience. They will provide support in the program if the educator cannot return to the program following the emergency.

Policy and Procedure Review

This policy and the procedures will be reviewed and signed off by all employees annually, before commencing/resuming employment at PCDC and any time where a change is made. Evidence of the review will be documented and kept on file for a minimum of 3 years.

HEALTH AND SAFETY

1. ACCIDENTS AND INJURIES

All RECE's are qualified to administer basic first aid and CPR. When an accident or injury occurs, staff are required to fill out an injury or incident report documenting the details of the injury/incident.

Parents/guardians will be emailed a copy of the form and a copy will be placed in the child's file.

Parents will be notified immediately by phone any time the child receives an injury anywhere to the head.

In an emergency situation staff will follow appropriate emergency procedures and the child will be taken to the hospital. The parent/guardian or their emergency contact person will be notified as soon as possible and will be asked to meet the child and staff at the hospital.

Staff is not permitted to drive children in their own vehicles. If a child must go to the hospital, either an ambulance or a taxi will be summoned.

In case of accident or illness, the staff will:

1. Respond immediately and calmly.
2. Comfort the child and stay with him/her.
3. Designate staff to call for help.
4. Administer basic first aid.

2. FIRE DRILL / EMERGENCY DRILLS AND PROCEDURES

Fire drills are conducted at the daycare on a monthly basis by the centre's Health and Safety staff representatives.. PCDC staff and children also participate in fire drills, lock down and hold and secure procedures conducted by Palmerston Ave. Jr. School.

3. OUTDOOR PLAY SCHEDULES / WEATHER CONDITIONS AFFECTING OUTDOOR PLAY

- Outdoor play is an important part of PCDC's curriculum and occurs at least twice daily, in the morning and afternoon.
- Children should be dressed for the weather conditions in all seasons to maximize the benefits of outdoor play.
- Outdoor times are adjusted to reflect daylight savings time in the spring and late fall.
- The JK/SK and preschool programs co-ordinate their schedules to allow access to the playground at separate times.
- In summer when the outdoor temperature is at **30°C** or higher, children's outdoor play will be restricted.
- In the event that the humidex is at **40°C** or higher, outdoor play will be cancelled.
- When temperature and/or the wind chill factor indicates -28C or lower children will remain indoors due to risk of frost nip and frostbite.
- When temperatures and/or wind chill factor indicates -20 to -28C, outdoor play may be shortened.
- Any time outdoor play is not possible the children will participate in gross motor activities indoors.

4. PCDC No Smoking Policy

Palmerston Community Daycare Centre (PCDC) follows all TDSB policies with respect to No Smoking on School property.

PCDC is a smoke free facility, and in accordance with the Smoke-Free Ontario Act, 2017, staff, students, volunteers, parents/guardians or any other individual is prohibited from the following activities while on the childcare premises, including indoors, and outdoors whether or not children are present:

- smoking or holding of lighted tobacco
- smoking or holding of lighted cannabis
- the use of electronic cigarettes
- consuming a prescribed product or substance in a prescribed manner.

A person found engaging in any of the above will be asked to leave the premises and will be reminded of the fine they may incur if they do not accept the warning.

FIELD TRIPS

At PCDC we believe that community trips are an important part of our program. The preschool and Kindergarten school age children may go on local outings throughout the school year. The School Age children may go on trips on some PA days and during school holidays. In addition, weekly trips are planned during summer camp weeks. Expenses such as TTC, chartered bus, admission fees, are included with the program fees so there are no additional costs to parents.

School age children are required to wear a PCDC T-shirt on all excursions away from the centre. These are available for purchase at a cost of \$10.00 (non base fee).

Parents with a clear vulnerable sector check for volunteers are welcome to participate on some trips. All volunteers will be required to read PCDC's volunteer policy and sign an understanding of the policy. A lottery may be necessary at times when the volunteer response exceeds the requested volunteer ratio.

SEAT-BELT POLICY

When trips are taken on chartered buses PCDC will use buses without seat belts. PCDC has adopted a policy that indicates chartered buses without seatbelts pose less of a risk and are therefore the safer choice. 'School-aged children (18kg+ and 4 1/2yrs+) are safest for road travel in a school bus without seat belts. PCDC will continue to plan field trips for this population using a school bus for transportation over long distances.

Preschool-aged children (18kg and 4 1/2yrs) are safest restrained in appropriate child seat restraints anchored and tethered according to the specifications of Transport Canada if travelling in a school bus. PCDC will plan local field trips and activities that will not require the use of school bus for transportation for this population.

Please see <https://tc.canada.ca/en/road-transportation/school-bus-safety/seat-belts-school-buses# Updated regulations for>

REST PERIODS

Preschool children will be provided an opportunity to nap after lunch in the classroom. Children that do not nap will be provided a time to rest their bodies, also during this period. Activities such as books, and simple play materials will be available to engage children in quiet play when they awaken or can no longer lie still.

Each child has a cot assigned to them with their personal bed sheet provided by the daycare that is laundered weekly. Children can bring their own blanket from home which is sent home to launder on Fridays, or use one from the daycare. If a child wants to rest with a soft toy from home they can do so.

CLOTHING

All children should have an extra set of clothing at the daycare in case of toileting accidents or unforeseen incidents that require a child to change their clothes, such as when items become wet or soiled. This includes underwear, socks, shirt, pants, indoor shoes, and hat and mittens during the winter season. As articles of clothing can look similar we request that parents please try to **label all clothing with the child's name.**

Long scarves, dangling strings, and anything worn around the neck which may in any way be considered dangerous by PCDC staff will not be permitted to be worn.

Children should wear hats and appropriate clothing to protect them from the sun while at daycare throughout the summer. Sunscreen must be provided by the parent and will be applied with signed permission from parents/guardians. Staff will ensure that children have on sunscreen and hats before going outside.

FOOD

A catered lunch is provided for all preschool children year round and for school age children during the school year on instructional days. During school breaks such as PA days, winter break, March break, the school age children may be required to bring their own lunch. Parents will be notified in advance when a lunch from home is required. *See bagged lunches below.*

Nutritious snacks are prepared by daycare staff for all of the children. Preschool children receive both a morning and afternoon snack and school age children receive an afterschool snack throughout the school year as well as a morning snack and afternoon snack when they are in attendance for the entire day.

Parents will be emailed a copy of the centres' most current menu. The entire centre is nut sensitive and includes all nut by-products. Parents will be informed of additional allergens and **none of these** may be introduced into the daycare environment.

Parents/guardians must inform staff of any **food restrictions** or **allergies** that their child may have by indicating these restrictions or allergies on their child's registration form. Alternate foods will be provided when possible for children with allergies and/or restrictions. Parents/guardians may be required to provide alternate foods if food restrictions cannot be accommodated.

In the event that a child has a life-threatening anaphylaxis to a food(s) product, medication or other item, parents will be required to complete an anaphylaxis emergency plan. This plan must be signed by child's physician and initially reviewed together with daycare staff and parents and then on an annual basis for as long as the child is enrolled at PCDC. ***See anaphylactic policy***

Bagged Lunches: PCDC promotes the healthy development of all children, recognizing the importance of a balanced diet. In keeping with this expectation bagged lunches should include healthy food choices. Parents are asked not to send candy or other sugar laden food items with their child's lunch from home. In accordance with our anaphylaxis policy, foods that contain / may contain or may have come in contact with nuts are not allowed in the child's lunch. Parents will be advised of all food allergens not allowed in the centre and must ensure that the identified foods are not provided in their child's lunch.

BIRTHDAYS

Birthdays are celebrated once a month with a cake or other food treat in each classroom, that honours the children who have a birthday during that month. On each child's individual birthday younger children receive a personalized birthday crown to wear on their special day and staff and children acknowledge the birthday child by singing Happy Birthday.

FUNDRAISING

Palmerston Community Daycare Centre hosts fundraising opportunities throughout the year.

Fundraising events may include a bake sale, children's art sale and the sale of PCDC T-shirts (non base fee) at its annual Graduation celebration in June.

PCDC's Board of Director ad hoc fundraising committee consists of families and educators and welcomes anyone interested in contributing their time and talents to help with its fundraising endeavors.

Policy Name: Palmerston Community Daycare Anaphylactic Policy		
Development Date: 03. 2008	Approval Date: 30.04.2008	Revision Date: 08.11.2010 / 05.03.21

POLICY

Palmerston Community Daycare Centre understands that *Anaphylaxis* is a severe allergic reaction that can be fatal. PCDC will implement and follow procedures to maintain an environment that is as safe from allergens as is reasonably possible and strive for the safety of allergic children.

The approach at PCDC is to regularly educate the parent community, solicit the co-operation of families, and to set in place procedures (*see Procedures*) that are designed to help protect the anaphylactic child. Anaphylactic children must also learn to avoid specific triggers because in a world contaminated with potential allergens PCDC cannot guarantee the safety of the environment.

In short, the risk of accidental exposure to an allergen can be significantly reduced, although it can never be completely removed.

PROCEDURES

Parents may ask that peanuts and any peanut by-product or other allergens be banned from the daycare as part of a prevention plan; however such a request cannot be reliably implemented. There is no legal responsibility in any jurisdiction to reduce the risk of exposure to allergens to zero. In trying to create as safe an environment as possible PCDC will implement the following procedures:

- In all classrooms at PCDC special care is taken to avoid allergens. Parents must consult before considering supplying food, (toys, balloons, or craft materials, if applicable) to these classrooms.
- Lists of packaged 'safe' food and (latex free toys and craft materials) can be made available, which can be distributed to the teachers and to the parents of classmates of anaphylactic children.
- **Note:** Lists should be used as guidelines only and should highlight the need to always read labels.

Given that anaphylaxis can be triggered by minute amounts of allergen, anaphylactic children must also be encouraged to follow certain guidelines:

- to eat only food which they have brought from home that is packaged, clearly labelled, and approved by their parents
- wash hands before eating
- not share food, utensils, or containers

Roles and Responsibilities

Ensuring the safety of anaphylactic children in a daycare setting depends on the cooperation of the entire daycare community. To minimize risk of exposure, and to ensure rapid response to an emergency, parents and daycare personnel must all understand and fulfil their responsibilities.

PCDC Administrative Staff will:

- Work closely with the parents of an anaphylactic child.
- Convene a meeting with parents of each anaphylactic child and appropriate PCDC staff (room teachers) to gather medical information related to the condition including: causal factors,
 - severity of allergy,
 - past incidents of anaphylactic reactions
 - and other health considerations.
- Develop an individual plan with input from the child's parent or guardian and the child's physician, for each child with an anaphylactic allergy that includes emergency procedures in respect of the child.
- Arrange for training from a physician or child's parent on the procedures to be followed in the event of a child having an anaphylactic reaction.
- Ensure that upon registration, parents and guardians provide information on life-threatening allergies, and to complete an **Anaphylaxis Emergency Plan form**.

- Maintain a file of current treatment and other information for each anaphylactic child, including a copy of any prescriptions and instructions from the child's physician and a current emergency contact list.
- Develop an individual plan (**Anaphylaxis Alert form**) for each child who has an anaphylactic allergy, with the following components:
 - details informing PCDC staff and anyone who is in direct contact with the child on a regular basis of the type of allergy, monitoring and avoidance strategies and appropriate treatment
 - a readily accessible emergency procedure for the child, including emergency contact information
 - storage for epinephrine auto-injectors, where necessary.
- Develop a communication plan for the dissemination of information on life-threatening allergies to parents and PCDC staff.
- Ensure parents provide an auto-injector to designated person(s) immediately.
- Request parents of school age children to provide a backpack or fanny pack for transport of auto-injector with child and Medic Alert® bracelet.
- Inform the parent community of the allergens within the centre and request of the parent community not bring in or send allergens to the daycare with their child's packed lunches.
- Notify all appropriate PCDC personnel (child's teacher(s), of medical alert concern, treatment and established procedures.
- Review and sign off on procedures with all staff annually and as updates from parents are provided.
- Develop and maintain a Prevention and Management Plan that is consistent with this document.
- Ensure that all staff are trained and available to carry out emergency procedures.
- Post names, photos and relevant information of all anaphylactic children where appropriate i.e. – kitchen and/or other food preparation areas, in each daycare classroom.
- Ensure that the child's file is current with information on the medication the child is taking.
- Arrange for training session(s) for all PCDC staff on how to recognize and treat anaphylactic reactions, on daycare procedures to protect anaphylactic children from exposure, and on daycare protocol for responding to emergencies. This session and ongoing review sessions should also include training in the emergency administration of the auto-injector. Training should take into consideration the age, maturity and responsibility level of anaphylactic children.
- Work to ensure that the daycare's first aid supplies are allergen-free (non-latex gloves, non-latex band aids, if applicable).

Daycare staff will:

- Provide a separate space or storage area for foods of anaphylactic children.
- Wipe off and disinfect tables to ensure a clean food space.
- Place food on a plate or napkin rather than in direct contact with a table.
- Not leave food unattended.
- Display current allergy information list including child's photo in the classroom.
- Discuss anaphylaxis with the class in age-appropriate terms.
- Encourage/organize celebrations and activities which are not focused on food or if this is not possible, choose allergy-free foods for classroom events.
- Establish procedures to ensure that the anaphylactic student eats only what he/she brings from home.
- Reinforce with all students the importance of hand washing before and after eating.
- Facilitate communication with other parents.
- Ensure that epinephrine and cell phones are taken on field trips and off-site excursions.

Parent(s) of an Anaphylactic Child will:

- Inform the daycare of their child's allergies and complete Anaphylaxis Emergency Plan form, Administration of Prescribed Medication form and Emergency Medical Consent form.
- Ensure that the centre is kept up-to-date with the medication the child is taking.
- Provide a Medic Alert® bracelet for their child, if applicable.
- Provide the daycare with an up-to-date auto-injection kit, clearly labelled with child's name and prescription details; provide school age child with a fanny pack or backpack for carrying at least one auto-injector at all times on their body.
- Review PCDC's Prevention and Management Plan with daycare staff and provide in-service support and information as requested.
- Provide their child with safe foods, including for special occasions.
- Teach their child:
 - about their allergen and the substances that trigger it
 - to recognize the first symptoms of an anaphylactic reaction -
 - to communicate clearly when he or she feels a reaction starting -
 - to carry his/her own auto-injector in a backpack / fanny pack, if applicable
 - not to share snacks, lunches or drinks and to politely explain why he/she is not sharing
 - to understand the importance of handwashing
 - to cope with teasing and feelings of being left out
 - to report bullying and threats to an adult in authority
 - to take as much responsibility as possible for his/her own safety

Anaphylactic Child will: (where and when possible according to ability and age appropriateness)

(Staff must recognize that an anaphylactic child may not be able to self administer during an anaphylactic reaction.)

- Have an age appropriate understanding of his/her allergy and its triggers.
 - Learn how to inform others of the allergy and its consequences.
 - Complies with taking medication as arranged and approved by Daycare Administrator/Parent.
 - Take as much responsibility as possible for avoiding allergens.
 - Take responsibility for checking food labels and monitoring food intake (older students).
 - Wash hands before and after eating.
 - Take responsibility for asking for latex-free equipment and supplies (where age appropriate and applicable).
 - Learn to recognize symptoms of an anaphylactic reaction.
 - Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
 - Keep an auto-injector on their person at all times (if applicable).
- Know how to use the auto-injector. (if applicable)

All Parents will:

- Respond co-operatively to requests from the daycare to eliminate allergens from packed lunches.
 - Participate in parent information sessions.
- Encourage children to respect anaphylactic child and daycare prevention plans.

All children will:

- Learn to recognize symptoms of anaphylactic reactions.
- Avoid sharing food, especially with anaphylactic children.
- Follow daycare rules about keeping allergens out of the daycare and washing hands.
- Refrain from bullying or teasing a child with a food allergy.

Policy and Procedure Review

This policy and procedure will be reviewed and signed off by all employees before commencing employment at PCDC, annually if/as required and at any time where a change is made. Evidence of reviews will be kept on file for a minimum of three (3) years.