



UNICORN
DAY CARE

Unicorn Daycare Parent Manual And Program Statement

(Updated February 2024)

Unicorn Daycare is a licensed not-for-profit child care centre that has been operating for over 31 years. We provide a wide-range of programs for children 4 to 12 years of age and have a licensed capacity of 279 children. Our goal is to provide an environment that both complements and enhances your child's school day.

Unicorn Daycare has a purchase of service agreement with Toronto Children's Services. Subsidized child care is available for children if space allows and the Children's Services' criteria are met. For further information, please contact your local Children's Services office or the Daycare office.

OUR PHILOSOPHY

Unicorn Daycare believes that children are competent, capable and curious, and have great potential. The goal of Unicorn Daycare is to support positive and responsive interactions among the children, parents and staff. Partnership between families and the Daycare is essential for the optimal growth and development of young children. We welcome ongoing discussions with parents and caregivers about their child's progress – social, emotional, cognitive – and their daily life at the Daycare. The Daycare's staff are knowledgeable, empathic, skilled, and caring educators who provide a curriculum based on ongoing observation of the children's play and interactions which correlates into strong childcare. We plan for a creative, positive and nurturing environment in which children's play is fostered through exploration, and inquiry. This approach facilitates positive learning and skill development. The staff at Unicorn Day Care have an ongoing commitment to professional growth and learning.

Note: " We believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children."

PROGRAMS, HOURS & DAYS OF OPERATION, ATTENDANCE. . .

SEPTEMBER - JUNE

For all children attending Brown P.S. Unicorn Daycare offers a regular program from your child's 1st day of school in September to the last day of school in June. We are open from 7:30 am - 6:00 pm Monday thru Friday.

SUMMER PROGRAM

Unicorn Daycare offers a full day summer program. In early spring, parents will be given the opportunity to enrol their child(ren) in our summer program. Registration for the summer is on a weekly basis rather than monthly, which gives parents the opportunity to do other activities with their children. Unicorn Day Care does **close** in the summer for 1 week, prior to the school year commencing and in addition we close the 1st week of the winter break.

STATUTORY HOLIDAYS

Unicorn Daycare will be closed on all of the following statutory holidays.

Thanksgiving Day	Christmas Day	Boxing Day
New Year's Day	Good Friday	Easter Monday
Victoria Day	Canada Day	Civic & Family Day

WINTER BREAK, SPRING BREAK AND PD DAYS

Unicorn Daycare will be open from 7:30 am to 6:00 pm, the second week of the Winter Break, Spring Break (March) and all PD Days.

The Winter Break, Spring Break and PD Days are **INCLUDED** in the regular day care fees of all full time JK/SK and school age children. For part time and non-daycare children, A FULL DAY PROGRAM may be available during these times on a first come basis, AT AN ADDITIONAL COST. Priority will be given to children attending day care on a full-time basis.

ABSENCES

If you know that your child is not going to be present on a given day, a note should be sent to the staff on the day prior to the absence. If the absence is due to illness, the parent should leave a message on the voice mail or speak directly with a staff person. In the case of an illness please provide details (e.g. cold, flu, chickenpox, etc.)

ARRIVAL AND DEPARTURE

Once a child has checked into the centre, s/he must not leave unattended. Children will only be allowed to leave with their parents unless otherwise stated on the release form. Staff must be notified in advance (on each occasion) if such a person (other than parent) is to pick-up the child. At pick-up, the parent or other designated person **MUST LET THE STAFF KNOW THAT THE CHILD IS LEAVING**. Brown Public School requests that parents refrain from using the side drive to pick up and drop off children during peak times: 8:00 - 9:00 am and from 2:30 - 4:00 pm.

UNICORN/MESSIAH/COTTINGHAM Child Care Centre Safe Arrival and Dismissal Policy and Procedures

Name of Child Care Centre: Unicorn Daycare/Messiah Daycare/Cottingham Childcare

Date Policy and Procedures Established: December 22nd 2023 Date

Policy and Procedures Updated: December 22nd 2023

Purpose

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

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

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

Policy

General

- UNICORN DAYCARE/MESSIAH DAYCARE/COTTINGHAM CHILDCARE will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.

Please select which of the below policy statements apply to your program with respect to the dismissal of children from care without supervision. Please delete or edit those bullet points as you see fit.

- UNICORN DAYCARE/MESSIAH DAYCARE/COTTINGHAM CHILDCARE will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.

- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Additional Policy Statements

CHILDREN IN CARE CAN ONLY BE RELEASED TO A PERSON DESIGNATED BY THE PARENTS OF THE CHILDREN. The person picking up must have valid ID with them and must be on the list of persons allowed to pick up as noted in the registration package

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 and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the registration package pick up schedule registration package or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
 - document the change in pick-up procedure in the daily written record.
 - sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - inform the RECE staff member/Supervisor include which staff (e.g., supervisor, program staff, extra support staff, etc.) and they must commence contacting the child's parent/guardian no later than [morning care no later than 8:30 am afternoon no later then 3:30pm call parents by cellphone/text or Email. If located in a school confirm with school administration. Staff/Supervisor will leave a message asking parents to call the daycare to confirm the absence if no person picks up the phone.]
 - -[Staff will notify the Supervisor if parents or guardian can not be contacted. -]
2. 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 daily written record.

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 authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.

- where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

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

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 [staff will start calling families at 5:45 pm by Phone RECE/Supervisor shall contact the parent/guardian [By Phone/Email or Text and advise that the child is still in care and has not been picked up.

- Where the staff is unable to reach the parent/guardian, staff must Leave a message by phone. 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 the centre.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall Call the Emergency contact person and the Supervisor of the daycare. 6:30pm no contact from parent/guardian or emergency contact. Call Children's Aid society. include next steps (e.g., contact emergency contact, wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed").

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:00PM, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual; the staff shall contact the parent/guardian or emergency contact listed in the registration package. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall [proceed to contact the emergency contact and the supervisor of the daycare].
3. 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 6:30pm the staff shall proceed with contacting the local Children's Aid Society (CAS) 1-416-924-4646 Staff shall follow the CAS's direction with respect to next steps.

Additional Procedures

Glossary

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 child care centre and home child agency.

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.

Regulatory Requirements: Ontario Regulation 137/15

Safe arrival and dismissal policy

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

- (a) provides that a child may only be released from the child care centre or home child care 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 child care premises, or
 - (ii) a child is not picked up as expected from the centre or home child care premises.

Disclaimer: This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the *Child Care and Early Years Act, 2014* (CCEYA) and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each childcare centre it operates and each premises where the licensee oversees the provision of home child care.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

FIELD TRIPS

On occasion, Unicorn Daycare will organize special trips. In this event, a permission form will be sent home with the children, including the details of the proposed trip. The parents are requested to return the completed form before the child will be allowed to attend the outing. Unicorn day care uses school buses for trips and not public transportation. Volunteers are welcomed on an as needed basis, after completed the required documents.

PROGRAMS AND HOURS OF OPERATION

Morning Care is available to all children from 7:30 am Monday - Friday. At 8:40 am the school age children will be in the care of the TDSB school staff until 8:40 am when the children line up to go inside. From **7:30 am to 8:00 am** children who are enrolled in this morning program will be offered a 'breakfast' at no additional cost.

After School JK/SK Program is available to children from 3:10 - 6:00 pm Monday - Friday with children going to the Full Day Kindergarten Program at Brown Public School.

JK/SK and School Age Hot Lunch Program is available to all children from JK to grade 6 at an additional cost.

School Age Aftercare Program is available from 3:10 - 6:00 pm Monday - Friday for children 6 - 12 years of age. This program offers a variety of 'clubs' for the children who are currently enrolled at no extra cost. The school age aftercare program is offered on a full-time basis only.

SPECIAL EVENTS

Unicorn Day Care has a variety of events to which parents and caregivers can attend.

- Valentine Day Family Gathering
- Annual Family Pot Luck
- Etc.

WAITING LIST POLICY AND PROCEDURE

Unicorn Day Care

454 Avenue Road
Toronto, Ontario M4V 2J1

Office Phone
(416-929-6841)

WAITING LIST POLICY AND PROCEDURE

ENROLLMENT PRIORITIES

1. Children of members currently attending Unicorn Daycare.
2. Siblings of current members.
3. New applicants on our waiting list
4. New applicants
5. Any applicant looking for part time care

When the program is fully enrolled, remaining applicants will be held on a waiting list until space becomes available based on the following criteria:

1. Children of new applicants are considered on the Unicorn Day Care waitlist when the Director, Assistant Director, or one of our Site

Supervisors receives a Unicorn Day Care Waitlist Application. This can be done by email or in person.

2. Children are categorized on the list based on the date the application is received, the type of care required (Toddler, Pre-School, JK/SK or School Aged) and the date the care is required.

3. It is the parents/guardians' responsibility to contact the center to confirm that their waiting list application has been received. This can be done in person, by phone or by email. It is also the parents/guardians' responsibility to contact the center to update the waitlist application as needed.

4. Parents/Guardians are not guaranteed a childcare spot until a maximum of 30 days before the spot is available regardless of the placement on the waitlist. A childcare spot is only guaranteed once the enrollment process is complete.

5. When a spot becomes available, parents are called in order of the placement on the waitlist. If a parent denies the spot or does not return the call to accept the spot within 48 hours, then the next parent on the list is called until a parent accepts the spot and at that point the spot is considered filled.

6. Parents on the waitlist may request at any time to know the place of their child(ren) on the waitlist but they may not know other people's names or places on the waitlist, ahead or after them. At all times the list of children and parents on the waitlist is to remain confidential.

7. Unicorn Daycare does not charge any money to put a child on the waitlist.

ENROLMENT

ACCESS AND EQUITY POLICY

Unicorn Day Care Centre adheres to inclusion and equity practices outlined by municipal, provincial and federal legislation. It is our aim to include children of all racial, religious, and ethnic backgrounds, as well as children with special needs as long as we have the proper facilities and personnel to make a positive contribution to their lives.

It is also our aim to hire appropriately educated and qualified staff that represent the full spectrum of our multicultural society without regard to race, creed, ethnicity, gender, sexual orientation, age (except when under aged), or physicality (except when a disability clearly impairs the exercise of necessary duties).

It is our goal to make all children, family members, friends, volunteers and staff working at Unicorn Day Care, feel included in our child care community by setting a positive example of caring, co-operation, tolerance, latitude, respect and love irrespective of gender, sexual orientation, ability challenges, race, religion, or ethnic background.

As much as possible, we provide opportunities for all students to understand the factors that cause inequity in society, and to understand the similarities, differences, and the connections between all forms of discrimination. We help students to acquire the skills and knowledge that enable them to challenge unjust practices, and to build positive human relationships.

ENROLLMENT PRIORITIES

In early spring returning families will have enrolment priorities until a certain deadline is reached. Current clients will be informed about the deadline in writing. After the deadline Unicorn Day Care will fill any remaining spaces from the external waiting list on a first come first served basis. Please note that Unicorn Day Care can only enrol children that are living in the Brown School District.

Enrolment Priorities:

6. Children returning to Unicorn Daycare.
7. Siblings of current members.
8. New applicants enrolling full-time (5 days a week).

9. New applicants enrolling part-time.

When the program is fully enrolled, remaining applicants will be held on a waiting list until space becomes available.

FEES, WITHDRAWAL FROM PROGRAMS, INCOME TAX RECEIPTS. . .

WITHDRAWAL FROM PROGRAMS; PAYMENT OF FEES

1. Unicorn Daycare requires **one FULL month's written notice or one month's fees** in lieu of notice to withdraw children from our program. There are no partial month's fees (i.e. notice given on the 10th of October will be for December 1st, not November 10th). However, changes for September need to be done no later than **June 1st**. Parents will be responsible for September fees if changes are not submitted by the June 1st deadline.
2. Refunds and reduced fees are not given for the days your child is absent.
3. Returned cheques (NSF) – the amount of the cheque, plus a \$15.00 administration fee must be received no later than 5 business days after notification.
4. A Notice of Withdrawal of Services will be given to parents whose accounts are in arrears by **2 months**. Once services have been withdrawn, daycare services will not be reinstated until the account is in good standing provided space is still available.
5. In rare circumstances children may be denied admission or withdrawn due to the day care's inability to accommodate a child's special needs or family circumstances, the centre Director will meet with the parents and document the discussion. Additionally, the director will notify the centers Children's Services Consultant and members of the Board. The Director or staff of Unicorn Day Care will seek help or advice from outside agencies if necessary, to support the child's needs and where possible change some aspects of our physical plant or procedures to keep the child at Unicorn Day Care where that option is best for the family. If Unicorn Day Care is still unable to accommodate a child's special needs. One month's written notice will be given where possible.

INCOME TAX RECEIPTS

Receipts for fees paid during the prior calendar year will be prepared by February 28th, and will be distributed to parents. In the event that a child withdraws from the centre before the end of the year, a receipt can be provided at the time of withdrawal upon the request of the parent.

LATE PICK-UP

(NON-BASE FEE) Parent Late Pick up

Parents who are late picking up their child(ren) will be charged a late fee. This is **to be paid directly to the staff person** who stayed with the child. From 6:00 to 6:05 pm the fee is \$10.00, then \$1.00 per minute for every minute after 6:05 pm. If a parent cannot be reached and has **not arrived by 6:30 pm**, the emergency contact indicated on the registration record form will be called. If we are unable to reach the parent or emergency contact at this time, Children's Aid will be called.

Pick-up time for JK/SK and School Age children is 6:00pm.

DAILY SCHEDULES, COMMUNICATION & BEHAVIOUR MANAGEMENT

DAILY SCHEDULE AND ROUTINES

The daily schedule allows for a balance of quiet and active experiences as well as individual and group activities. All activities are play based, child-centred and adult-assisted, including supervised transitions from one activity to the next.

PARENT INVOLVEMENT AND PARENT/STAFF COMMUNICATION

There are many areas where parents can be involved. These include: Board of Directors, special outings, special program events, etc. Please contact the Director if you are interested in any volunteer activities or assisting at the Centre in any way.

Clearly, it is of great value to the staff (as well as the well-being of the children) if the parents take a few minutes at the beginning and end of the day to communicate information of any special or unusual event that may have an impact on his/her child. The staff will report to parents' highlights of the child's day at the centre.

HEALTH, NUTRITION & SAFETY

HEALTH

Children must be healthy to attend day care. If a child appears ill on arrival, parents will be asked to take him/her home. Children are not to be accepted into care if they show any symptoms of illness upon arrival. These include vomiting; diarrhoea; rash; hives; fever; foreign matter in the eyes and/or ear; lice; any signs of communicable disease. Ill

children while in care will be separated from the rest of his/her peers and made comfortable until parent/guardian arrives.

Unfortunately, there are times it is difficult for a parent to determine if the child should be at day care, a slight cold or the end of an illness are two examples. In such cases, a general rule for determining attendance at the Centre is: if the child is too ill to participate in the outdoor part of the program, the child is too ill to attend daycare. For further guidance, please call the Director.

Please advise the staff IMMEDIATELY if your child has been diagnosed with a communicable disease (e.g. chicken pox, strep infection, etc.). Likewise, all parents will be notified if their child(ren) have been exposed to any such disease.

SUSPECTED ILLNESS POLICY

If symptoms of a contagious disease develop during the day, the parent(s) will be contacted and expected to either pick-up their child or make arrangements for someone else to do so as soon as possible. Individual children suffering from fever, vomiting or other minor infectious ailments will be sent home for a minimum of 24 hours, and asked to return with a doctor's letter stating that they are no longer infectious.

It is the responsibility of the Director, staff or his designate to call the parent/guardian of the children who have become ill throughout the day.

Unicorn Daycare has a policy for parents who do not pick up their children when called. It reads as follows:

"Upon determined or suspicion that a child has developed or is developing symptom(s) of any illness, the parent/guardian will be immediately notified. The child must be picked up within 2 hours of the initial call.

If the child is not picked up within 2 hours the parent/guardian is required to give an explanation to the Director. The Director may issue a written warning saying if this is to happen again that this case may be referred to the Daycare Board of Directors. Whether or not a written warning is given is at the discretion of the Director.

If the same child is not picked up in a timely manner on 2 occasions, the case will be referred to the Board of Directors. The parent/guardian will be required to explain to the Board of Directors why this has happened. The Board of Directors will determine whether the daycare services will be withdrawn or not. The Board of Directors decision in this matter will be final."

MEDICATION

If a child is taking medication which parent(s) wish the staff to administer, a Medication Record Form and Authorization must be completed and delivered to the staff (please ask a staff person for a blank form). Only medication in its **original container** can be administered by staff. Name of child and directions must be **CLEARLY MARKED ON THE CONTAINER**. Medication is kept in the day care kitchen, either in a locked box in the fridge, or a locked box on top of the fridge.

ACCIDENTS/INCIDENTS REQUIRING MEDICAL CARE

In case of accident or incidents in which medical care is required, the staff will:

- a.) Attempt to contact the parent or guardian (**make sure all information Unicorn Daycare has on record is current**)
- b.) If the parents/guardians can't be reached, the staff will do one or more of the following**:
 - have the child taken to the hospital (accompanied by a staff person)
 - call an ambulance (if necessary)

**Any expenses incurred will be the responsibility of the child's family.

In all cases, a staff member will complete an accident report form and a copy will be put in the child's file and provided to the parent upon request.

CLOTHING ETC.

It is important that children be provided with appropriate and comfortable outdoor attire so that they can participate in the full program, i.e. snow pants, gloves, hats, etc. in the winter. Sunscreen and sunhats are to be provided when warranted.

FIRE DRILLS

Fire drills will be held monthly. Instructions in case of fire are posted in the centre.

DUTY TO REPORT CHILD ABUSE

“Every person in Ontario is required under the **Child and Family Services Act** to report his/her belief that a child may be in need of protection.”

“72.(2) A person who believes, on reasonable grounds, that a child is, or may be in need of protection shall forthwith report the belief and the information, upon which it is based, to a society.”

In addition, all Day Care employees have a responsibility to report any suspicion of child abuse.

BEHAVIOUR MANAGEMENT

Limits are established to create an environment wherein the child can develop according to his/her abilities. By setting appropriate limits, each child is given the opportunity to explore in a safe setting. Self-respect and control is nurtured, thus paving the way to develop sensitivity to others. In no circumstance, will verbal humiliation, corporal punishment, or any threats of any kind be tolerated. Staff members are prepared to anticipate situations, intervene when required, and act in a fair, consistent fashion when limits are exceeded.

Should a situation arise which cannot be dealt with by the staff, the centre's Director will work with the parents, staff, and child(ren) to resolve the problem. The Director or staff of Unicorn Day Care will seek help or advice from outside agencies if necessary, to support the child's needs. Even though every attempt will be made to ensure a positive outcome for all involved this is not always possible. Unfortunately, some situations may not be able to be resolved, i.e. Child's behaviour is consistently such that the entire group is effected negatively. In these cases, child care services may be withdrawn. This will be done at the discretion of the Director in consultation with the Board of Directors. One month's written notice will be given where possible.

BEHAVIOUR MANAGEMENT GUIDELINES FOR UNICORN DAY CARE STAFF

1. Each child deserves individual consideration since no two personalities necessarily respond to the same types of intervention.
2. Be patient and calm in your behavior towards the child.
3. State suggestions positively.
4. Provide directions when appropriate without interfering with the learning process.
5. Assist the child if they need help in following directions.
6. Always model those behaviors that you wish to instill in the children in your care, such as patience, understanding, respect, etc.

7. Set clear limits and maintain them consistently. Discuss your follow-up with other caregivers in the child's day.
8. Avoid trying to change behavior by methods, which lead to loss of self-respect (i.e. shaming or labeling behavior as naughty or bad).
9. Avoid comparing one child's behavior with another's. This may encourage unhealthy competition.
10. Redirect a child by suggesting activities that are related to his/her own interests, whenever possible.
11. When reprimanding a child, do it in private to avoid humiliation. When reprimanding a group, allow some time for issues to be absorbed and allow for group discussion as follow-up.
12. Avoid group punishment when you are aware of an individual's misbehavior. Deal instead with the individual.
13. Body language should reinforce verbal communication
14. When frustrated with a situation, feel free to call another staff member for help.
15. Record serious situations in a daily log and discuss them with the Director, Supervisor or Assistant Director. Follow-up may include discussion with parents, together with the child or without the child, as appropriate.

Prohibited Practices

- (a) corporal punishment of the child;
- (b) physical restraint of a child, such as confining the child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing the 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 exit of a child care center or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless 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.

SERIOUS OCCURRENCE POLICY

All Occurrences of a serious nature, as outlined below, are to be reported to the Ministry of Children and Youth Services.

Types of Serious Occurrence

1. **Any death of a client** which occurs while participating in a service.
2. **Any abuse, neglect or an alleged of abuse or neglect** of a child which occurs while participating in a service.
3. **Any life-threatening injury to or a life-threatening illness** of a child who receives care in a service.
4. Any situation where a client is **missing or is temporarily unsupervised**.
5. An **unplanned disruption of the normal operations** of the service that poses a risk to the health, safety or well-being of the children receiving care at the service

Serious Occurrence Notification Form

As of November 1st, 2011 all child care centres are to post a "Serious Occurrence Notification Form" at the location where the occurrence has occurred.

Note: The "Serious Occurrence Notification Form" is intended to notify all parents at a centre that a Serious Occurrence has occurred and to provide a brief overview of the occurrence.

Student and Volunteer Policy

Only Unicorn Day Care employees will have direct unsupervised access to the children in attendance at the day care.

Volunteers and students will not be counted in the staffing ratios at any time.

No Child will be supervised by a person less than 18 years of age.

No student or volunteer will be left alone to supervise the children, under any circumstance including, diapering and bathroom routines, or storytelling without knowledge of what the volunteer is reading. Unicorn Daycare Employees will be supervising students and Volunteers at all times.

Please refer to the centre's Policies and Procedures manual for further details.

FOOD

PEANUT / NUT FREE

Unicorn Daycare is a **Peanut/Nut Free** environment and we may restrict other foods based on the needs of the children currently enrolled. Please check with the daycare staff to confirm what food is acceptable when sending in any food from home, including a cold lunch, snacks, etc.

HOT LUNCH

Parents of JK/SK and School Age children can enrol their child(ren) in our hot lunch program, based on availability of space. Halpert Catering Inc. is the caterer that we use at Unicorn Daycare.

FOOD FROM HOME

As part of our Licensing Agreement parents must comply with the following: Lunches and snacks are to be nutritious, following the Canada Food Guide. Please do not send sugary desserts or other 'junk' food (chips, candy bars, etc.) Sugary desserts will be sent home unopened, as will all other 'junk' foods. When packing drinks please send unsweetened fruit juice, milk, or water. Sugary drinks of any type will be sent home unopened and will be substituted with an appropriate drink by the daycare.

SNACKS

All children in care from 3:10 – 6:00 pm are offered a snack between 3:10 – 3:45 pm daily.

Where possible snacks are self-serve and available while quantities last. Children are encouraged to finish any snack brought from home in addition to the daycare snack, therefore parents are welcomed to add to their afternoon snack by providing a little extra.

Snacks are on a 4-week rotating schedule and the schedule is posted in each room. In summer, we use a 2-week rotation which includes a larger variety of in season fruits and veggies. A copy of the snack schedule is available to parents upon request. All snacks are **PEANUT FREE**.

THIS NEXT SECTION IS SPECIFIC TO JK/SK CHILDREN ONLY AND DOES NOT PERTAIN TO SCHOOLAGE CHILDREN.

CLOTHING

JK/SK Children should have at least 2 full changes of clothes (tops, pants, socks, underwear). All clothing needs to be clearly labelled. Please do not send special clothing with your child to daycare/nursery.

At times, children will be sent home in daycare clothing. It is the responsibility of the parents to return these clothes to the daycare clean and as soon as possible.

BIRTHDAY CELEBRATIONS

Unicorn Day Care will celebrate birthdays on the last day of every month and we will provide a small nut free treat. Please **do not** bring in any outside foods for this day.

NEWSLETTER

Newsletters and other communication will be sent out via email to all Day Care families. Please be sure that the Day Care has your current email address. If you are not receiving Day Care communication, please email the daycare at eric.unicorn@gmail.com and request that your email address be added/updated. Hard copies of all communication will be available in all Day Care rooms as well.

In the event of a co-parenting situation. . .
Upon request, the daycare will email all communication to each parent.

STAFF

Most Unicorn Daycare staff are Registered Early Childhood Educators (RECE's), as required by the Early Years Act and the College of RECE's.

The staff have a strong commitment to the healthy development of the children and to maintaining open communication with parents.

DAYCARE DIRECTOR

The Director is ECE qualified with over 30 years' experience in school-based child care working with preschool, JK/SK, and school-aged children. This individual works closely with the Board of Directors and acts as liaison between the staff and the Board of Directors, as well as, the parents and the Board of Directors. The Director is often on-site and directly involved with the day-to-day operations of the child care. The Director takes an active role in program development.

The Director is responsible to the Board of Directors.

The Director is responsible for all administrative aspects of the centre. These include:

- Overseeing all administrative aspects of the centre
- Handling all general child care business
- Ensure that the centre complies with all the legal requirements of the Day Nurseries Act
- Recognize, document, and take action in case of suspected abuse, illness or accident, reporting the incident as a serious occurrence to The Ministry of Education Child Care Licensing System and Toronto Children's Services
- Responsible for centre bookkeeping
- Financial management of the centre
- Collection of fees and issuing statements for any unpaid accounts
- Ensuring the children's files are up-to-date
- Acting as registrar
- Supervise planning and implementation of the program
- Hiring and termination of centre staff
- Coordinating staff responsibilities
- Oversee the ordering of all child care equipment and supplies
- Planning nutritious snacks
- Keeping payroll records of staff
- Ensuring all payroll deductions are made and submitted to the proper authority
- Issuing income tax receipts to members
- Distributing Unicorn Daycare publicity to the neighbourhood community as required
- Attending and participating in various management workshops and seminars
- Holding monthly meetings of the Board of Directors
- Maintaining and overseeing waiting list

- Receiving all applications, registrations and fees
- Work closely with the Principle and staff of Brown Public School as well as the staff of Brown Community Centre
- Plan and implement special events for staff, children and parents throughout the year
- Public relations

ASSISTANT DIRECTOR

1. Interact and communicate with staff daily regarding:

- Children, their needs and occurrences
- Parents', their needs and concerns/ questions
- Program planning, and implementation
- Program needs and materials
- Up coming events and any other requests regarding the Program

2. Interact with parents and children daily regarding:

- Concerns that may arise
- Requests that may be made
- Discuss the program and its effects on their child
- Keep parents and children informed of events within the program
- Any other situations that may arise

3. Interact and communicate with the Director regarding:

- Concerns and or questions from staff
- Concerns and or questions from clients (parents)
- Communicate between parent, staff, and director

4. Professional Duties:

- Liaison between school, community centre and daycare
- Welcome and communicate between Training Students and their colleges
- Ensure that staff remain up to date with Ministry Requirements: i.e.: First Aid
- Ensure that the centre and program run per Ministry Requirements
- Ensure that the centre meets its educational philosophy and quality care goals

5. Provide the Director with support in operating the centre and program as is required and expected.

- Preparing documents needed to meet Ministry requirements
- Contribute to Parent Newsletter
- Set and prepare staff meetings
- Assist with parent concerns and questions
- Keeping the Director informed of events within the Centre, school and Community Centre

PROGRAM SUPERVISOR

The primary responsibility of the Program Supervisor is to oversee the planning and implementation of the program, including, during PD days, March Break, Winter Break and our Summer Program.

In addition, the Program Supervisor will, on an as needed basis:

1. Interact and communicate with staff regarding:

- Children, their needs and occurrences
- Parents', their needs and concerns/ questions
- Program planning, and implementation
- Program needs and materials
- Upcoming events and any other requests regarding the Program

2. Interact with parents and children regarding:

- Concerns that may arise
- Requests that may be made
- Discuss the program and its effects on their child
- Keep parents and children informed of events within the program
- Any other situations that may arise

3. Interact and communicate with the Director regarding:

- Concerns and or questions from staff
- Concerns and or questions from clients (parents)
- Communicate between parent, staff, and director

4. Professional Duties:

- Liaison between school, community centre and daycare
- Ensure that staff remain up to date with Ministry Requirements: ie: First Aid
- Ensure that the centre and program run according to Ministry Requirements
- Ensure that the centre meets its educational philosophy and quality care goals

5. Provide the Director with support in operating the centre and program as is required and expected.

- Preparing documents needed to meet Ministry requirements
- Contribute to Parent Newsletter
- Assist with parent concerns and questions

Keeping the Director informed of events within the Centre, school and Community Centre

ECE TEACHERS & ECE ASSISTANTS

The ECE teachers and assistants work directly with the children, planning and facilitating the program. The ECE teachers are responsible to the Director.

Job descriptions are on file in the daycare office and available to parents upon request.

ABOUT THE BOARD OF DIRECTORS

As a corporation, Unicorn Daycare is run by a Board of Directors comprised of current daycare parents and one community member. Elections are held each year at a general meeting for Board of Directors positions. Although many decisions regarding the children's day are made by the child care staff and parents, policy decisions are set by the Board of Directors.

The general meeting for Unicorn Daycare is held each year in the fall. At this meeting the elections are held, and the financial status of the Centre is discussed.

The Board of Directors meet monthly to discuss and review child care finances, to resolve any operating issues that may arise, and to oversee the conduct of the business of the centre. These responsibilities include:

- decisions concerning the philosophy of the centre
- periodic evaluation of the program
- decisions concerning hiring
- discipline and dismissal of staff
- decisions concerning fee structure
- establishment and monitoring of the budget
- management of revenue
- resolution of any contentious issues involving staff or parents and children.

Any parent may make a written submission to the Board of Directors on any matter relevant to the child care. The Board of Directors are also available to meet in person.

Unicorn Day Care

454 Avenue Road
Toronto, Ontario M4V 2J1

Office Phone: 929-6841
Fax: 929-1238

UNICORN DAYCARE PROGRAM STATEMENT

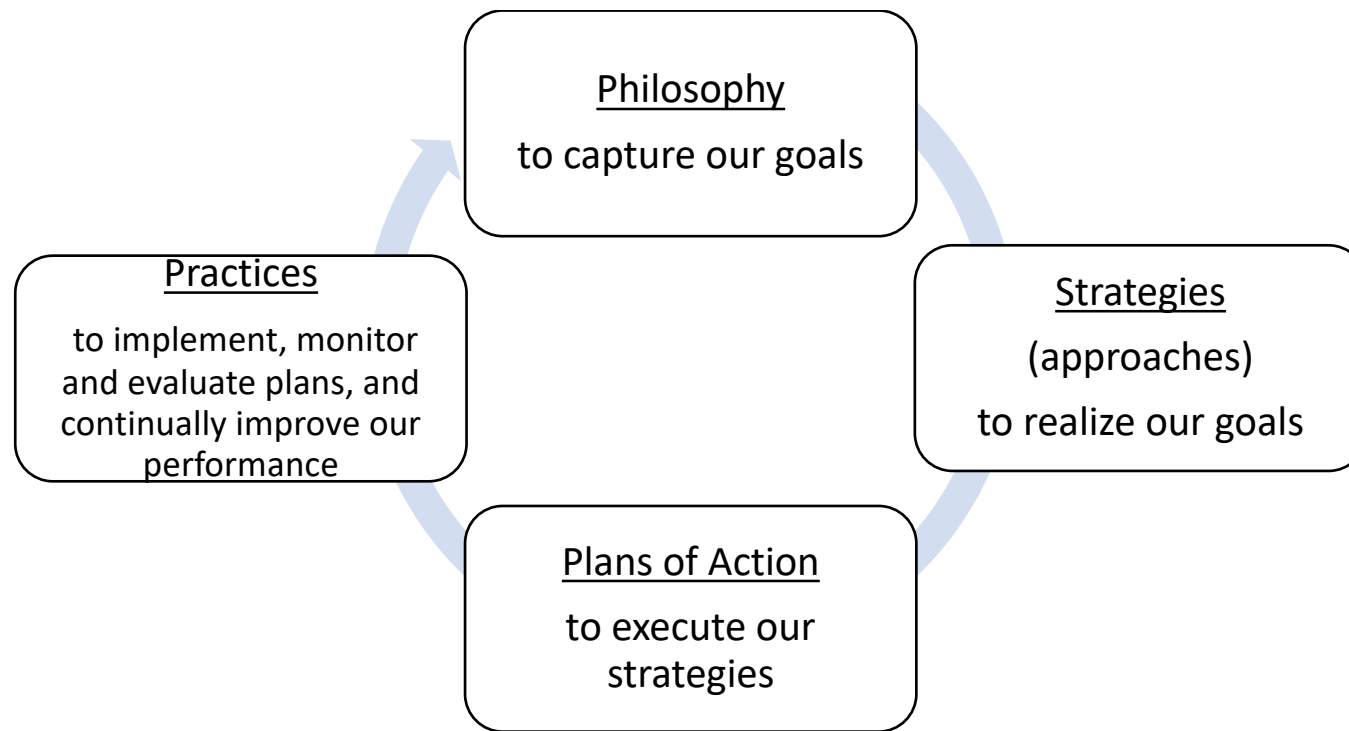
Table of Contents

<u>Program Statement Framework</u>	1
<u>Our Philosophy (Goals)</u>	3
<u>Our Strategy</u>	4
<u>Plans of Action for the Toddler Program</u>	5
<u>Plans of Action for the Preschool Program</u>	9
<u>Plans of Action for the School-age Program</u>	15
<u>Our Practice</u>	21
<u>Ministry-to-AQI Cross reference</u>	22

Program Statement Framework

Our Program Statement describes the following:

- ❑ The philosophy which captures our goals
- ❑ The strategies which are our approaches to realize our goals
- ❑ The plans of action which execute these strategies
- ❑ The practices which implement, monitor and evaluate plans, and continually improve our performance



Our Practices

1. All new staff on hiring, and all existing staff (annually) will acknowledge and review the following:
 - o This program statement document
 - o All relevant and attached guidelines
2. Parent survey will be conducted annually to assess performance against the 11 key requirements
3. Internal Rating (AQI) for each Plan of Action will be conducted annually for each program
4. Undertake monthly staff meeting. Always include agenda item to discuss performance against the program statement and plan for improvement for next month.
5. Each monthly staff meeting will, on a rotation basis, include on the agenda, one of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured.
6. Undertake quarterly management/board meetings. Always include agenda item to discuss performance against the program statement and plan for improvement for next period.
7. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
8. Share "performance outcomes and goals review" with Board/Management and document and incorporate their feedback
9. Budget a professional development investment for each staff and align the professional development with the program statement needs
10. The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will annotate the assessment with an example of each and identify goals for improvement for the next year.

Our Philosophy (goals)

- Inclusive enriched childcare environment
- Honors and respects all children's beliefs, culture, language, and experiences acquired from their family and community
- Promote health and well-being
- Fostering the children's exploration, play and inquiry as a key goal
- Capturing and documenting our practice is reinforcement of the learning
- Support all children's ability to self-regulate, so children feel comfortable and confident
- Foster the children's health and well-being indoors and outdoors
- Forming trusting relationships with children and their families
- Providing everyone with a sense of belonging
- Children learn to: care about other people; understand other's feelings; cooperate and share; to express their opinions; resolve conflicts; and develop self-competence, self-worth and self-regulation

Our Strategies (approaches)

1. Promote an environment which is healthy, safe, and supports general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environments and experiences
8. Incorporate indoor and outdoor play, active play and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners
11. Support others in relation to continuous professional learning

Our Plans of Action

The Plans of Action in each of these topic areas are the means to execute our strategies:

- | | | |
|---------------------------------------|---------------------------------------------|------------------------------------------------------------------------|
| 1. Daily written and Visual Schedule | 14. Care Practices | 26. Communication And Extending Children's Learning |
| 2. Program Plan | 15. Meals and Snack time | 27. Menu and/or Snack Adaptations |
| 3. Learning experiences | 16. Cribs and bedding | 28. Food Substitutions |
| 4. Indoor physical environment | 17. Health & Safety | 29. Preparation, Handling and Transportation of Food |
| 5. Displays | 18. Toys & Play | 30. Health and Safety Kitchen and/or Food Preparation Area |
| 6. Art and Sensory | 19. Equipment Hygiene | 31. Connecting and collaborating with local community and institutions |
| 7. Books, language & literacy | 20. Staff & Children's hand Hygiene | 32. Outdoor Playground environment |
| 8. Music and accessories | 21. Transitions and attendance verification | |
| 9. Physical play learning Experiences | 22. Positive Atmosphere | |
| 10. Cognitive & manipulative | 23. Supervision of children | |
| 11. Science & nature | 24. Fostering Children's independence | |
| 12. Block & Construction | 25. Development of Self-esteem | |
| 13. Pretend play | 25. Behaviour Guidance | |

Since there is not a 1:1 relationship between strategies and plans, the ministry-to-AQI table in the appendix supports a cross-reference for compliance

Our Philosophy (Goals)

Unicorn Daycare believes that children are competent, capable and curious, and have great potential. The goal of Unicorn Daycare is to support positive and responsive interactions among the children, parents and staff. Partnership between families and the Daycare is essential for the optimal growth and development of young children. We welcome ongoing discussions with parents and caregivers about their child's progress – social, emotional, cognitive – and their daily life at the Daycare. The Daycare's staff are knowledgeable, empathic, skilled, and caring educators who provide a curriculum based on ongoing observation of the children's play and interactions which correlates into strong childcare. We plan for a creative, positive and nurturing environment in which children's play is fostered through exploration, and inquiry. This approach facilitates positive learning and skill development. The staff at Unicorn Day Care have an ongoing commitment to professional growth and learning.

Note: " We believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children."

Our Strategy

Our strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). We understand that learning and development happens within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational conditions need to exist:

- A sense of Belonging,
- A sense of Well-Being,
- Opportunities and support for Engagement, and
- Opportunities and support for Expression.

We will adopt the following 11 strategies to create these conditions:

1. Promote an environment which is healthy, safe, and supports general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environments and experiences
8. Incorporate indoor and outdoor play, active play and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners
11. Support others in relation to continuous professional learning

Plans of Action for the Toddler Program

The Plans of Action listed below, are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education. The Plans of Action largely follow the City of Toronto AQI Guideline which Child Care Centers in the City of Toronto are required to follow.

Plans

- 1) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations described in the attached guideline (*toddler-AQI-guideline-1*)
- 2) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-2*)
- 3) Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver learning experiences to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-3*)
- 4) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-4*)
- 5) Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking,

and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). In support of this, we will provide a sensory, Science and Nature program to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-5*)

- 6) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide an Art program to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-6*)
- 7) A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & literacy materials and a program that utilizes these to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-7*)
- 8) By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42). In support of this, we will provide music and accessories and program that utilizes these to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-8*)
- 9) We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will deliver physical play learning experiences that meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-9*)
- 10) Offer children daily experiences with a multitude of materials and accessories. Offer play that develops spatial awareness, manipulation of 2-D and 3-D materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer a Cognitive & Manipulative and Blocks & Construction materials and environment, and a program to engage in this environment to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-10*)

- 11) Pretend play is an opportunity to provide children an environment and accessories, in good condition, which promotes imaginative play. Prop boxes are used to enhance the area and the Program Plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the pretend play area allow the children to see themselves from a different perspective. "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will offer Pretend Play accessories and environment, and a program to engage in this environment to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-11*).
- 12) Following the individual cues of the children, and developing an awareness of what each child brings and how they adapt to situations and environments allow us to provide the care and learning that best respects and reflects their needs. "Gaining knowledge about children from multiple perspectives helps educators ensure that programs also value the unique and diverse characteristics of the children's families and the communities in which they live. It's not a "one-size-fits-all" approach." (HDLH, pg 18). In support of this we will develop an individual schedule for each child based on their needs and/or the family's requests and capture daily information to share with parents to meet or exceed the expectations for routine care practices described in the attached guideline (*toddler-AQI-guideline-12*).
- 13) Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff for diapering routines to meet or exceed the expectations for routine care practices described in the attached guideline (*toddler-AQI-guideline-13*).
- 14) Make food and eating time, including times when toddlers drink bottles, positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times described in the attached guideline (*toddler-AQI-guideline-14*).
- 15) Ensure crib or cot and bedding is hygienically maintained. Support staff to show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. Pay attention to how we are meeting the needs of the children and what changes need to occur if we are not. In support of this we will meet or exceed the expectations for Cribs, bedding and sleep times described in the attached guideline (*toddler-AQI-guideline-15*).
- 16) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we will meet or exceed the expectations for Health, Safety, and Toy & Play Equipment care described in the attached guideline (*toddler-AQI-guideline-16*).
- 17) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will meet or exceed the expectations for Hand Hygiene described in the attached guideline (*toddler-AQI-guideline-17*).
- 18) Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at

these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions and Attendance Verification described in the attached guideline (*toddler-AQI-guideline-18*).

- 19) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere described in the attached guideline (*toddler-AQI-guideline-19*).
- 20) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children described in the attached guideline (*toddler-AQI-guideline-20*).
- 21) Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35). In support of this, we will meet or exceed the expectations for fostering children's independence described in the attached guideline (*toddler-AQI-guideline-21*).
- 22) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem in children described in the attached guideline (*toddler-AQI-guideline-22*).
- 23) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for behaviour guidance described in the attached guideline (*toddler-AQI-guideline-23*).
- 24) Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for Supporting Communication and Extending Children's Learning described in the attached guideline (*toddler-AQI-guideline-24*).
- 25) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area described in the attached guideline (*nutrition-AQI-guidelines-1-7*).

- 26) Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material described in the attached guideline (Playground-AQI-guidelines-1-4).
- 27) Ensure collaboration with local community partners. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.). In support of this, we will meet or exceed the expectations for connecting and collaborating with local community and institutions described in the attached guideline (working-together-AQI-guidelines-1-4).
- 28) Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth". In support of this, we will capture as evidence, Our Practices and our efforts to Being the best we can (which follow).

Plans of Action for the Preschool Program

The Plans of Action listed below, are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education. The Plans of Action largely follow the City of Toronto AQI Guideline which Child Care Centers in the City of Toronto are required to follow.

Plans

- 1) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations described in the attached guideline (*preschool-AQI-guideline-1*)

- 2) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-2*)
- 3) Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver learning experiences to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-3*)
- 4) Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20). In support of this, we will ensure an indoor physical environment that will meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-4*)
- 5) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-5*)
- 6) Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). In support of this, we will provide a sensory, Science and Nature program to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-6*)
- 7) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative

problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide an Art program to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-7*)

- 8) A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42). In support of this, we will provide books and a program that utilizing them to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-8*).
- 9) Staff will expose children to various materials and accessories to promote natural opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & literacy materials and a program that utilizes these to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-9*)
- 10) By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42). In support of this, we will provide music and accessories and program that utilizes these to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-10*)
- 11) We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will deliver physical play learning experiences that meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-11*)
- 12) Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer Blocks and Construction materials and environment, and a

program to engage in this environment to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-12*)

- 13) Provide children daily experiences with a multitude of materials and accessories to encourage a natural play environment that enhances cognitive development. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. Planned and/or documented cognitive and manipulative experiences will lead children to higher learning, based on the children's observed cues and interests. "The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centred on children's achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry." (HDLH, pg15). In support of this, we will offer cognitive and manipulative materials and environment, and a program to engage in this environment to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-13*)
- 14) Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will offer Dramatic Play accessories and environment, and a program to engage in this environment to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-14*).
- 15) Utilize guidelines for children to encourage safe, developmentally-appropriate electronic media usage. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Parents/guardians will be made aware in advance of media used in the classroom, and resources will be available for alternative learning opportunities. Monitor games brought from home or usage of Internet within the room. In support of this, we will ensure an electronic media usage environment to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-15*).
- 16) Plan for Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff to meet or exceed the expectations for diapering and toileting routines described in the attached guideline (*preschool-AQI-guideline-16*).
- 17) Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times described in the attached guideline (*preschool-AQI-guideline-17*).
- 18) Ensure age and developmentally appropriate utensils, dishes and furnishings to enable safe, and successful eating times. In support of this we will meet or exceed the expectations for equipment required for eating and seating described in the attached guideline (*preschool-AQI-guideline-18*).

- 19) Ensure crib or cot and bedding is hygienically maintained. Support staff to show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. Pay attention to how we are meeting the needs of the children and what changes need to occur if we are not. In support of this we will meet or exceed the expectations for Cots and bedding described in the attached guideline (*preschool-AQI-guideline-19*).
- 20) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we will meet or exceed the expectations for Health and Safety described in the attached guideline (*preschool-AQI-guideline-20*).
- 21) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will meet or exceed the expectations for toys and play equipment washing described in the attached guideline (*preschool-AQI-guideline-21*).
- 22) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will meet or exceed the expectations for Hand Hygiene described in the attached guideline (*preschool-AQI-guideline-22*).
- 23) Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions described in the attached guideline (*preschool-AQI-guideline-23*).
- 24) Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions. In support of this, we will meet or exceed the expectations for attendance verification described in the attached guideline (*preschool-AQI-guideline-24*).
- 25) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere described in the attached guideline (*preschool-AQI-guideline-25*).
- 26) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children described in the attached guideline (*preschool-AQI-guideline-26*).
- 27) Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan,

and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35). In support of this, we will meet or exceed the expectations for fostering children's independence described in the attached guideline (*preschool-AQI-guideline-27*).

- 28) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem in children described in the attached guideline (*preschool-AQI-guideline-28*).
- 29) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for behaviour guidance described in the attached guideline (*preschool-AQI-guideline-29*).
- 30) Encourage staff to balance verbal/non-verbal interactions with children. Support them to provide experiences and opportunities to assist in extending the learning with all children. Help them play and role model positive social interactions with the children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for Supporting development of Communication skills described in the attached guideline (*preschool-AQI-guideline-30*).
- 31) Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35). In support of this, we will meet or exceed the expectations for Extending Children's Learning described in the attached guideline (*preschool-AQI-guideline-31*).
- 32) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area described in the attached guideline (*nutrition-AQI-guidelines-1-7*).
- 33) Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material described in the attached guideline (*Playground-AQI-guidelines-1-4*).
- 34) Ensure collaboration with local community partners. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities

build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things” (HDLH p19.). In support of this, we will meet or exceed the expectations for connecting and collaborating with local community and institutions described in the attached guideline (working-together-AQI-guidelines-1-4).

- 35) Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is “provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth”. In support of this, we will capture as evidence, Our Practices and our efforts to Being the best we can (which follow).

Plans of Action for the School-age Program

The Plans of Action listed below, are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education. The Plans of Action largely follow the City of Toronto AQI Guideline which Child Care Centers in the City of Toronto are required to follow.

Plans

- 1) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children’s growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations described in the attached guideline (*school-age-AQI-guideline-1*)
- 2) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children’s well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children’s learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-2*)
- 3) Staff will use their observations, knowledge of child development and the children's cues to implement the activities and experiences described in the program plan. "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children’s learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver activities and experiences to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-3*)

- 4) Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20). In support of this, we will ensure an indoor physical environment that will meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-4*)
- 5) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-5*)
- 6) We will offer diversity in Play Equipment/Toys as it relates to race, culture, gender, age, language, family status and ability. "Developing policies, practices, and environments that respect and support inclusion (HDLH, p. 27) is one way to create a sense of belonging for children. In support of this, we will ensure an offering of play equipment and toys to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-6*)
- 7) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide Art/Sensory Activities, Equipment and Materials to meet or exceed the expectations described in the attached guideline (*School-age-AQI-guideline-7*)
- 8) A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42). In support of this, we will provide books and accessories that meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-8*).
- 9) Staff will expose children to various language and listening opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & listening opportunities and materials and a program that utilizes these to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-9*)
- 10) Utilize guidelines for use of TV and Films to encourage safe, developmentally-appropriate usage for children. Guidelines may include, but not exclusive to, frequency of

use, duration, and content. Parents/guardians will be made aware in advance of usage in the classroom, and resources will be available for alternative learning opportunities. In support of this, we will ensure TV and Movie usage will meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-10*).

- 11) Utilize guidelines to encourage safe, developmentally-appropriate computer usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Monitor/supervise usage. In support of this, we will ensure a Computer Usage environment to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-11*).
- 12) Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will provide Dramatic Play Activities and Accessories to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-12*).
- 13) Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer Blocks and Construction Activities and Accessories to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-13*).
- 14) Provide access to an ample selection of age-appropriate games and game accessories. "Programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry" (HDLH p.15). In support of this, we will offer Games, Game Activities and Accessories to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-14*).
- 15) Materials reflecting, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). In support of this, we will provide Science and Nature Experiences and Material to meet or exceed the expectations described in the attached guideline (*School-age-AQI-guideline-6*).

- 16) We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will ensure Physical Activities/Active Play Indoors or Outdoors that meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-16*)
- 17) To "allow every child to participate and be challenged in meaningful ways" (HDLH p.29) in Physical Activities/Active Play Indoors or Outdoors, we will supply appropriate and ample active play equipment for the number of children enrolled. In support of this, we will ensure the supply of Active Play equipment meets or exceeds the expectations described in the attached guideline (*school-age-AQI-guideline-17*)
- 18) Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times described in the attached guideline (*school-age-AQI-guideline-18*).
- 19) Ensure utensils, dishes and furnishings to enable safe, and successful eating times. In support of this we will meet or exceed the expectations for equipment required for eating and seating described in the attached guideline (*school-age-AQI-guideline-19*).
- 20) Ensure accessible washroom facilities for all enrolled children. Ensure compliance with the Regional Public Health procedures and practices. In support of this we will provide washroom facilities, and supplies, and personal hygiene and body development related information resources to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-20*).
- 21) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we will meet or exceed the expectations for Health and Safety described in the attached guideline (*School-age-AQI-guideline-21*).
- 22) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will meet or exceed the expectations for toys and play equipment washing described in the attached guideline (*school-age-AQI-guideline-22*).
- 23) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will meet or exceed the expectations for Children's hand washing/sanitizing practices described in the attached guideline (*school-age-AQI-guideline-23*).
- 24) Ensure environment and practices for proper hand hygiene by staff that promote healthy living. In support of this we will meet or exceed the expectations for Staff Hand Washing/Sanitizing Practices described in the attached guideline (*school-age-AQI-guideline-24*).

- 25) Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions described in the attached guideline (*school-age-AQI-guideline-25*).
- 26) Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions. In support of this, we will meet or exceed the expectations for Attendance Verification described in the attached guideline (*school-age-AQI-guideline-26*).
- 27) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere described in the attached guideline (*school-age-AQI-guideline-27*).
- 28) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children described in the attached guideline (*school-age-AQI-guideline-28*).
- 29) Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35). In support of this, we will meet or exceed the expectations for fostering children's independence described in the attached guideline (*school-age-AQI-guideline-29*).
- 30) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem in children described in the attached guideline (*school-age-AQI-guideline-30*).
- 31) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for behaviour guidance described in the attached guideline (*school-age-AQI-guideline-31*).
- 32) Staff will Initiate and build on conversations with and between children: Staff will extend conversations with individual children as well as between children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41). In support of this, we will meet or exceed the

expectations for Supporting development of Communication skills described in the attached guideline (*school-age-AQI-guideline-32*).

- 33) Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35). In support of this, we will meet or exceed the expectations for Extending Children's Learning described in the attached guideline (*school-age-AQI-guideline-33*).
- 34) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area described in the attached guideline (*nutrition-AQI-guidelines-1-7*).
- 35) Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material described in the attached guideline (*Playground-AQI-guidelines-1-4*).
- 36) Ensure collaboration with local community partners. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.). In support of this, we will meet or exceed the expectations for connecting and collaborating with local community and institutions described in the attached guideline (*working-together-AQI-guidelines-1-4*).
- 37) Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth". In support of this, we will capture as evidence, Our Practices and our efforts to Being the best we can (which follow).

Our Practice

The following practices implement, monitor, and evaluate action plans and continually improve our performance

As we believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children, evidence of our practice will be captured in our documentation.

As educators who deliver high-quality early years programs, we also know that you are never done. Our commitment to continuous improvement will be achieved by management policies and practices that embrace the program statement.

1. All new staff on hiring, and all existing staff (annually) will acknowledge and review:
 - a. This program statement document
 - b. All relevant and attached guidelines
2. Parent survey will be conducted annually to assess performance against the 11 key requirements
3. Internal Rating (AQI) for each Plan of Action will be conducted annually for each program
4. Undertake monthly staff meeting. Always include agenda item to discuss performance against the program statement and plan for improvement for next month.
5. Undertake quarterly management/board meetings. Always include agenda item to discuss performance against the program statement and plan for improvement for next period.
6. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
7. Share “performance outcomes and goals review with Board/Management and document and incorporate their feedback
8. Each monthly staff meeting will, on a rotation basis, include on the agenda, one of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured.
9. Budget a professional development investment for each staff and align the professional development with the program statement needs
10. The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will annotate the self-assessment with an example of each and identify goals for improvement for the next year.

Ministry-to-AQI Cross reference

Since there is not a 1:1 relationship between Ministry of Education requirements and the Plans of Action structure on the City of Toronto AQI Guidelines, the following table aligns the 11 key strategies with the AQI guidelines so that assessment documentation can be used to confirm compliance

Strategies	Toddler Program Plans of Action ("t" – toddler AQI guideline)	Preschool Program Plans of action ("p" – preschool AQI guideline)	School-age Program Plans of Action ("s" – School-age AQI guideline)
1. Promote an environment which is healthy, safe, and supports general well being	t.1, t.2, t.3, t.4, t.8, t.9, t.12, t.13, t.14, t.15, t.16, t.17, t.18, t.20, t.22, t.23, Playground-AQI-1-6	p.1, p.2, p.3, p.4, p.5, p.10, p.11, p.15, p.16, p.17, p.18, p.19, p.20, p.21, p.22, p.23, p.24, p.26, p.28, p.29, Playground-AQI-1-6	s.1, s.2, s.3, s.4, s.5, s.6, s.10, s.11, s.16, s.17, s.18, s.19, s.20, s.21, s.22, s.23, s.24, s.25, s.26, s.28, s.30, s.31, Playground-AQI-1-6
2. Promote an environment which provides good nutrition and safe food preparation	t.12, t.14, t.17, nutrition-AQI-1-7	p.17, p.18, p.22, nutrition-AQI-1-7	s.18, s.19, s.23, s.24, nutrition-AQI-1-7
3. Support positive and responsive interactions	t.1, t.3, t.7, t.8, t.9, t.10, t.11, t.12, t.13, t.14, t.18, t.19, t.20, t.21, t.22, t.23, t.24, Playground-AQI-1-6	p.1, p.3, p.8, p.9, p.10, p.11, p.12, p.13, p.14, p.16, p.17, p.23, p.25, p.26, p.27, p.28, p.29, p.30, p.31, Playground-AQI-1-6	s.1, s.3, s.6, s.8, s.9, s.12, s.13, s.14, s.16, s.17, s.18, s.25, s.27, s.28, s.29, s.30, s.31, s.32, s.33, Playground-AQI-1-6
4. Encourage the children to interact and communicate	t.1, t.2, t.3, t.4, t.5, t.6, t.7, t.8, t.10, t.11, t.13, t.14, t.19, t.21, t.22, t.23, t.24, Playground-AQI-1-6	p.1, p.2, p.3, p.4, p.5, p.6, p.7, p.8, p.9, p.10, p.12, p.13, p.14, p.15, p.16, p.17, p.25, p.26, p.27, p.28, p.29, p.30, p.31, Playground-AQI-1-6	s.1, s.2, s.3, s.4, s.5, s.6, s.7, s.8, s.9, s.10, s.11, s.12, s.13, s.14, s.15, s.18, s.27, s.28, s.29, s.30, s.31, s.32, s.33, Playground-AQI-1-6
5. Foster exploration, play and inquiry	t.1, t.2, t.3, t.4, t.5, t.6, t.7, t.8, t.9, t.10, t.11, t.21, t.22, t.24, Playground-AQI-1-6	p.1, p.2, p.3, p.4, p.5, p.6, p.7, p.8, p.9, p.10, p.11, p.12, p.13, p.14, p.15, p.25, p.26, p.27, p.28, p.29, p.30, p.31, Playground-AQI-1-6	s.1, s.2, s.3, s.4, s.5, s.6, s.10, s.11, s.15, s.7, s.8, s.9, s.16, s.17, s.13, s.14, s.12, s.27, s.28, s.29, s.30, s.31, s.32, s.33, Playground-AQI-1-6

6. Provide child-initiated and adult-supported experiences	t.1, t.2, t.3, t.4, t.5, t.6, t.7, t.8, t.9, t.10, t.11, t.12, t.13, t.14, t.15, t.19, t.20, t.21, t.22, t.23, t.24, Playground-AQI-1-6	p.1, p.2, p.3, p.4, p.5, p.6, p.7, p.8, p.9, p.10, p.11, p.12, p.13, p.14, p.15, p.16, p.17, p.19, p.25, p.26, p.27, p.28, p.29, p.30, p.31, Playground-AQI-1-6	s.1, s.2, s.3, s.4, s.5, s.6, s.7, s.8, s.9, s.10, s.11, s.12, s.13, s.14, s.15, s.16, s.17, s.18, s.27, s.28, s.29, s.30, s.31, s.32, s.33, Playground-AQI-1-6
7. Plan for and create positive learning environments and experiences	t.1, t.2, t.3, t.4, t.5, t.6, t.7 t.8, t.9, t.10, t.11, t.18, t.19, t.21, t.22, t.23, t.24, Playground-AQI-1-6	p.1, p.2, p.3, p.4, p.5, p.6, p.7, p.8, p.9 p.10, p.11, p.12, p.13, p.14, p.15, p.23, p.25, p.27, p.28, p.29, p.30, p.31, Playground-AQI-1-6	s.1, s.2, s.3, s.4, s.5, s.6, s.7, s.8, s.9 s.10, s.11, s.12, s.13, s.14, s.15, s.16, s.17, s.25, s.27, s.29, s.30, s.31, s.32, s.33, Playground-AQI-1-6
8. Incorporate indoor and outdoor play, active play and quiet time	t.1, t.2, t.4, t.5, t.6, t.7, t.8, t.9, t.10, t.11, t.12, t.15, t.20, t.21, t.22, Playground-AQI-1-6	p.1, p.2, p.4, p.5, p.6, p.7, p.8, p.9, p.10, p.11, p.12, p.13, p.14, p.15, p.19, p.26, p.27, p.28, p.30, p.31, Playground-AQI-1-6	s.1, s.2, s.4, s.5, s.7, s.8, s.9, s.10, s.11, s.12, s.13, s.14, s.15, s.16, s.17, s.28, s.29, s.30, s.32, s.33, Playground-AQI-1-6
9. Foster the engagement of and communications with parents	t.1, t.2, t.3, t.4, t.12, t.15, t.16, t.18, t.19, t.20, t.23	p.1, p.2, p.3, p.5, p.9, p.15, p.19, p.20, p.23, p.24, p.25, p.26, p.29	s.1, s.2, s.3, s.5, s.10, s.20, s.26, s.27, s.28, s.31
10. Involve local community partners	Working-together-AQI-1-4	p.9, Working-together-AQI-1-4	s.2, Working-together-AQI-1-4
11. Support others in relation to continuous professional learning	t.2, t.3, t.12, t.19, t.20, t.23, Our-Practices-1-10	p.2, p.3, p.4, p.25, p.26, p.29, p.30, p.31, Our-Practices-1-10	s.2, s.3, s.4, s.24, s.27, s.28, s.31, s.32, s.33, Our-Practices-1-10

(NON-BASE FEE) Parent Late Fee's

Non-base fees include fees charged for optional items or services (e.g. transportation or field trips) or any fees charged pursuant to an agreement between the parent and the operator in respect of circumstances where the parent fails to meet the terms of the agreement (e.g. fees for picking up a child late, fees to ...

Parents who are late picking up their child(ren) will be charged a late fee. This is **to be paid directly to the staff person** who stayed with the child. From 6:00 to 6:05 pm the fee is \$10.00, then \$1.00 per minute for every minute after 6:05 pm. If a parent cannot be reached and has **not arrived by 6:30 pm**, the emergency contact indicated on the registration record form will be called. If we are unable to reach the parent or emergency contact at this time, Children's Aid will be called.

Pick-up time for JK/SK and School Age children is 6:00pm.

(BASE FEE) Parent Fees

"Base fee" means any fee or part of a fee that is charged in respect of a child for childcare, including anything a licensee is required to provide under the Child Care and Early Years Act, 2014, or anything a licensee requires the parent to purchase from the licensee.

Unicorn Day Care 2023 Fee Schedule (January 2024-August 2024)

454 Avenue Road
 Phone: 416 929-6841
 Toronto, Ontario, M4V 2J1
 Fax: 416 929-1238
 info@unicorndaycare.com

Office

Email:

<u>Description</u> <u>Fee</u>	<u>Time</u>	<u>Monthly</u>
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Deposit		1 Months Fee
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School Age Program

School Age After Care Program Includes: 3:10 - 6:00 p.m.	\$ 442.00
1. Regular After School Care	
2. P.A. Days, Christmas Break (1 week) & March Break	

Occasional Use

1. Daily After School Care	3:10 - 6:00 p.m.	\$ 40.00 per day
2. P.A. Days, Christmas & March Break	7:30 a.m. - 6:00 p.m.	\$ 70.00 per day

Morning Daycare

Regular Daycare Users	7:30 - 8:30 a.m.	\$ 160.00
Just Morning Daycare	7:30 - 8:30 a.m.	\$ 200.00
Occasional Use	Per Day	\$ 18.00

School Age Lunch Program

Supervised Hot Lunch - Catered Food	11:45 a.m. - 12:00 p.m. or 12:00-12:25 p.m.	\$ 178.00
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JK/SK Programs

JK/SK after care:	3:00pm – 6:00 pm	\$ 258.00
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Includes:

1. After School Care (3:00 - 6:00 p.m.)
2. P.A. Days, Christmas Break (1 week) & March Break

JK/SK Hot Lunch Program:	12:00 p.m. – 12:30 p.m.	\$ 85.05
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JK/SK Early Morning Care: \$ 116.24

7:30 a.m. – 8:30 a.m.

JK/SK Deluxe Package: \$ 408.91

Includes:

1. Early Morning Care
2. Hot Lunch Program
3. After Care
4. P.A. Days, Christmas Break (1 week) & March Break

Unicorn Day Care 2023 Fee Schedule

454 Avenue Road
Phone: 416 929-6841
Toronto, Ontario, M4V 2J1
Fax: 416 929-1238

Office

info@unicorndaycare.com

Email:

Description

Time

Monthly Fee

JK/SK Part Time Care

Part Time JK/SK After Care Programs: 3:00pm – 6:00pm

1 Day A Week @\$59.54

2 Days A Week @\$119.07

3 Days A Week @ \$179.79

4 Days A Week @ \$238.14

*Note: P.A Days Christmas &
March Break Are Extra
If Space Allows

Please speak to the Director for further information on part time care.

P.A. Days, Christmas & March Break Are Extra If Space Allows:

\$30.56 Per Day

Summer Camp Program

School Age Program

Summer Camp Program-Hot Lunch Included 7:30 a.m. - 6:00 p.m.

\$ 313.40 per week

JK/SK Program

Summer Camp Program- Hot Lunch Included 7:30 a.m. - 6:00 p.m.

\$148.84 per week

Unicorn Daycare participates in (CWELCC)
Canada Wide Learning and Childcare

Canada Wide Early Learning and Child Care
(CWELCC)

CWELCC system supports quality,
accessible,
affordable, and inclusive early learning
childcare
settings serving children under the age of
six.

Unicorn Day Care Emergency Management Policy and Procedures

Emergency Management Policy and Procedures

Name of Child Care Centre: Unicorn Day Care

Date Policy and Procedures Established: July 20th, 2017

Date Policy and Procedures Updated: N/A

Purpose

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

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

Definitions

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

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

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

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

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

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

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

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

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

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Policy

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

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

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

For situations that require evacuation of Unicorn Daycare (454 Avenue Rd) child care centre, the **meeting place** to gather immediately will be located at: St John's Latvian Lutheran Church, located at 200 Balmoral Ave, Toronto, M4V1J6

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at: St John's Latvian Lutheran Church, located at 200 Balmoral Ave, Toronto, M4V1J6

For Situations that require evacuation of Cottingham Childcare Centre (85 Birch Ave) the **meeting place** to gather immediately will be located at: 240 Avenue Rd Church of the Messiah Toronto M5R2J4

If it is deemed unsafe to return to the childcare centre, the evacuation site to proceed to is at 240 Avenue Rd Toronto Church of Messiah 240 Avenue Rd Church of The Messiah Toronto M5R2J4

For Situations that require evacuation of the Unicorn daycare@Messiah (240 Avenue Rd) **The meeting place** to gather immediately will be located at: 85 Birch Ave (Cottingham Childcare/Cottingham Public School) Toronto M4V1E3

If it is deemed unsafe to return to the childcare centre, the evacuation site to proceed to is at 85 Birch Ave (Cottingham childcare centre/Cottingham Public School) Toronto M4V1E3

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

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

If any emergency situations happen that are not described in this document, in-charge staff will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by the in-charge staff person in the daily written record.

Additional Policy Statements

E.g. regular drills with staff for training/practice, emergency bag preparation, etc.

The emergency bag with all children's files will be kept up to date and in the upper shed.

As soon as possible, the in-charge person/teachers must notify parents/guardians of the emergency situation and that the all-clear has been given. Parents will be notified by Phone number listed on emergency files/Email if possible (HiMAMA) for Messiah/Cottingham (Toddler and Preschool locations)

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the childcare centre must: <ul style="list-style-type: none"> • remain calm; • gather all children and move them away from doors and windows; • take children’s attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate. • keep children calm. • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. 4) If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. 5) The in-charge staff will immediately: <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>
<p>Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. 3) Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. 4) The in-charge staff must immediately:

	<ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1) The staff member who becomes aware of the threat or the in-charge staff must:</p> <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children’s attendance to confirm all children are accounted for. <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>
<p>Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre’s fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children, the attendance record, children’s emergency contact information any emergency medication; • exit the building with the children using the nearest safe exit, bringing children’s outdoor clothing (if possible) according to weather conditions; • escort children to the meeting place; and • take children’s attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions. <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>4) Designated staff will:</p> <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the

	<p>procedure in a child’s individualized plan, if the individual is a child); and</p> <ul style="list-style-type: none"> • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
<p>Disaster – External Environmental Threat</p> <p>An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) The in-charge staff must:</p> <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
<p>Natural Disaster:</p>	<p>1) <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i></p>

<p>Tornado / Tornado Warning</p>	<p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) <i>Staff must immediately:</i></p> <ul style="list-style-type: none"> • remain calm; • <i>gather all children;</i> • <i>go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</i> • take children's attendance to confirm all children are accounted for; • <i>remain and keep children away from windows, doors and exterior walls;</i> • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.
<p>Natural Disaster: Major Earthquake</p>	<p>1) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. <p>2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.</p> <p>3) Once the shaking stops, staff must:</p> <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. <p>4) If possible, prior to exiting the building, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>5) Individuals who have exited the building must gather at the meeting place and wait for further instructions.</p> <p>6) Designated staff will:</p> <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and

	<ul style="list-style-type: none">• in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.• If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the kitchen and ensure their required medication is accessible, if applicable; and• wait for further instructions. <p>7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.</p>
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Immediate Emergency Response Procedures for Other Emergencies

In the event of an emergency not listed above...	Follow the emergency response best suited to the situation.
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Additional Procedures for Immediate Emergency Response

E.g. assisting other program rooms during an emergency, etc.

Management will assist in the rooms as needed.

Phase 2: Next Steps During the Emergency

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

List of Emergency Contact Persons:

Local Police Department: 911

Ambulance:911

Local Fire Services:911

Site Supervisor: Eric Mackey 416-929-6841

Licensee Contact(s): Eric Mackey 416-929-6841

Child Care Centre Site Designate: Sean Heggie 416-346-0464(Cell)

- 4) Where any staff, students and/or volunteers are not on site, must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 5) The in-charge person must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;

- conduct ongoing visual checks and head counts of children;
- maintain constant supervision of the children; and
- engage children in activities, where possible.

7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre. 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre. 3) Staff must: <ul style="list-style-type: none"> • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. 4) The in-charge person will determine if operations will resume and communicate this decision to staff.
Communication with parents/guardians	<ol style="list-style-type: none"> 1) As soon as possible, the in-charge person must notify parents/guardians of the emergency situation and that the all-clear has been given. Parents will be notified by Phone number listed on emergency files/Email if possible (HiMAMA) for Messiah/Cottingham (Toddler and Preschool locations) 2) Where disasters have occurred that did not require evacuation of the child care centre, the in-charge person must provide a notice of the incident to parents/guardians within 24 hours. Click here to enter text. 3) If normal operations do not resume the same day that an emergency situation has taken place, the in-charge person must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

8b) Procedures to Follow When “Unsafe to Return” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) The in charge person will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
Communication with parents/guardians	<ol style="list-style-type: none"> 1) Upon arrival at the emergency evacuation site, the in-charge person will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, the in charge person will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

Additional Procedures for Next Steps During an Emergency

E.g. documenting children’s accidents/injuries, providing water and/or snacks, etc.

Management will document the entire emergency, including any accidents or injuries that may have occurred. Staff will ensure that anyone involved is provided food and water as needed.

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

<p>Procedures for Resuming Normal Operations E.g. where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.</p>	<p>Whenever possible the Daycare will reopen the next day with normal operations. The Program advisor/Ministry of Education will be contacted before the daycare re-opens. Any possible media questions will be taken by the director or the daycare. The Director/Assist Director will contact the insurance company if there is any loss of property. Relocation if necessary, will be completed by the director. Parents and any other interested parties will be notified regarding any changes that have been made.</p>
<p>Procedures for Providing Support to Children and Staff Who Experience Distress</p>	<p>Children, families, and staff who have experienced distress by events related to and or involving daycare will be supported as needed on a case by case basis, with children, families and staff being referred to qualified professionals.</p>
<p>Procedures for Debriefing Staff, Children and Parents/ Guardians Include, where, applicable, details about when and how the debrief(s) will take place, etc.</p>	<p>Unicorn Daycare will debrief staff, children and parents/guardians after the emergency.</p> <p>Parents/children/staff/guardians will be debriefed by email/written communication and/or in person about the events that have transpired at the Daycare. The information will remain posted for parents to read and time will be set aside for parents to voice their concerns and or questions about the events. Children will be spoken with about the events in a non-threatening manner and staff/management will remain calm when explaining events to children and families.</p>

Regulatory Requirements: Ontario Regulation 137/15

Emergency management

68.1 (1) In this section,

“emergency” at a child care centre means an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the child care centre. O. Reg. 126/16, s. 42.

(2) Subject to subsection (3), every licensee shall ensure that each child care centre it operates has written policies and procedures regarding the management of emergencies that,

- (a) set out the roles and responsibilities of staff in case of an emergency;
- (b) require that additional support, including consideration of special medical needs, be provided in respect of any child or adult who needs it in case of an emergency;
- (c) identify the location of a safe and appropriate off-site meeting place, in case of evacuation;

- (d) set out the procedures that will be followed to ensure children's safety and maintain appropriate levels of supervision;
 - (e) set out requirements regarding communications with parents;
 - (f) set out requirements regarding contacting appropriate local emergency response agencies; and
 - (g) address recovery from an emergency, including,
 - (i) requiring that staff, children and parents be debriefed after the emergency,
 - (ii) setting out how to resume normal operations of the child care centre, and
 - (iii) setting out how to support children and staff who may have experienced distress during the emergency. O. Reg. 126/16, s. 42.
- (3) Despite subsection (2), a licensee is not required to have emergency management policies and procedures described in that subsection if,
- (a) the child care centre is located in a school, the licensee uses or adopts the school's emergency management policies and procedures and those policies and procedures address the same matters as described in subsection (2); or
 - (b) the licensee is otherwise required to have a plan that addresses the same matters as described in subsection (2). O. Reg. 126/16, s. 42.

Intent

The intent of this provision is to require licensees to have policies and procedures that protect the health and safety of children and staff in the event of an emergency.

The provision requires that staff roles and responsibilities be clearly outlined in the event of an emergency.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

Parent Issues and Concerns Policy and Procedures

Parent Issues and Concerns Policy and Procedures

Name of Child Care Centre: Unicorn Day Care Centre Inc.

Date Policy and Procedures Established: July 20th, 2017

Date Policy and Procedures Updated: N/A

Purpose

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

Definitions

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

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

Policy

General

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

All issues and concerns raised by parents/guardians are taken seriously by the staff of Unicorn Day Care and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit

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

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 2 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern;
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the supervisor and/or licensee. <p>-</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Executive Director. If a parent/guardian is still not satisfied with the outcome after meeting with the Executive Director, they have the option of requesting that the issue be brought to the Day Care Board of Directors.

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

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

Contacts:

Executive Director- Eric Mackey Ph# 416 929 6841

Site Supervisor/ Assistant Director- Sean Heggie Ph# 416 929 6841

College of Early Childhood Educators- Ph# 416 961 8588

Toronto Children's Services- Ph# 311

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

