



Parent Handbook For Child Care

Five Locations:

The Orchard School
5200 Corporate Drive
Burlington, ON L7L 7G7
905-336-8670

The St Gregory School
138 Sixteen Mile Drive
Oakville, ON L6M 0T7
289-813-2526

The Village School
203 Georgian Drive
Oakville, ON L6H 7H9
905-257-1313

The Rattlesnake Point School
1385 Kovachik Blvd
Milton, ON L9T2X5
289-670-3897

The Cedar Ridge School
815 Kennedy Circle West
Milton, ON L9T2X5
905-317-6128

This booklet provides the details, policies and practices to support the delivery of quality early learning and child care programs.

Welcome to Parkview Children's Centre
You are valued here.
Your words matter.
Your behaviour matters.
Our families, children and our teams' matter.
Please bring positive energy into this space.

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PARKVIEW CHILDREN'S CENTRE PROGRAM STATEMENT

Vision: To be an innovative leader that supports and nurtures a diverse community where the **uniqueness** of each child is **welcomed** and **celebrated**.

Mission: We offer high-quality early learning and child care experiences through a Reggio Emilia inspired program focused on the Pillars of Learning. This is achieved through a caring, professional and adaptive team in partnership with families and our community.

Parkview Children's Centre believes and enacts the following principles in the delivery of its childcare and early learning program. This program statement is consistent with the Ministry of Education's policy statement on programming and pedagogy. All Educators, volunteers, students and the Board of Directors will review this program statement annually. The School Director, followed by reflective dialogue with Educators, will monitor compliance with the program statement by Educators, volunteers, and students through monthly observations and when needed, the development of a performance improvement plan will take place.

The principles underlying the program and mission statement include:

1. Children are competent, capable, curious and rich in potential. This is achieved by Educators:

a) Engaging children in the development of curriculum; Ensuring children have opportunities to express their thoughts and ideas; Supporting children with the exploration of their environment; Encouraging and facilitating inquiry; Providing developmentally appropriate materials that are challenging but not frustrating; Spending time with children and being partners in their play.

2. Promoting the health, safety, nutrition and well-being of the children. This is achieved by Educators:

a) Adhering to all legislative requirements of the Child Care and Early Years Act (e.g. Playground inspections, Safe food handling); Observing the environment and making changes to ensure safety; Encouraging and modelling healthy eating habits of children through family style meals and snacks; Observing children and adhering to Child and Family Services Act and

the Duty to Report Child Abuse requirement; Revising the schedule of the day and the curriculum to meet the needs of the children; Engaging community supports when there are concerns about the development of a child; Offering meals and snacks that meet Canada's Food Guide requirements and the Child Care and Early Years Act.

3. Supporting positive and responsive interactions among children, parents, childcare providers and Educators. This is achieved by:

- a) Children: Educators facilitating experiences that promote interactions between children; setting up the environment to allow for collaborative experiences; inclusion of Second Step in curriculum planning for preschool aged children
- b) Parents: Educators communicating with parents during drop off and pick up times; ensuring daily reports are completed; coordinating special events where parents can network and interact with each other and Educators; providing opportunities for parents to meet one on one with their child's teacher
- c) Child care providers and Educators: providing a staff room; regular, interactive staff meetings, special events for Educators (pot-luck, celebrations etc.); access to School Director for reflective dialogue; engagement in professional learning about supporting positive interactions among children, with parents and peers
- d) Educators, volunteers and students supervising children: monitor prohibited practices on an ongoing basis, through monthly observations and reflective dialogue by the School Director with Educators, and when required, performance improvement plans will be developed. In extreme cases, dismissal will take place. Prohibited practices include:
 - i* - Corporal punishment of a child by an employee of the operator, including physical, verbal, or sexual abuse; and
 - ii* - Physical restraint of the child, such as confining the child to a highchair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else and is used only as a last resort and only until the risk of injury is no long imminent.
 - ii* - Locking the exits of the childcare centre for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policy and procedures.

iv – Not using 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.

v - Not depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding. We will do our best to accommodate the request of the parent but we will not compromise on the needs of the child.

vi - Inflicting any bodily harm on children including making children eat or drink against their will.

4. Encouraging children to interact and communicate in a positive way and support their ability to self-regulate. This is achieved by: Observing children to understand each child; Educators planning and facilitating curriculum based on their observations (e.g.- Second Step for preschool children); Educators setting up and adjusting the environment to foster successful interactions and experiences (e.g.- level of light and noise, choices of materials and equipment); Professional learning for Educators about self-regulation

5. Foster the children’s exploration, play and inquiry.

This is achieved by Educators: a) Observing children and planning curriculum based on their interests; Facilitating inquiry-based discussions with children and adjusting curriculum accordingly; providing open-ended materials; Participation in professional learning

6. Providing child-initiated and adult-supported experiences. This is achieved by Educators:

a) Ensuring the schedule of the day provides time for both child-initiated and adult supported experiences; providing open-ended materials and equipment for children to explore; encourage children to initiate their own play experiences

7. Planning for and creating positive learning environments and experiences in which each child’s learning and development will be supported. This is achieved by:

a) Observation of the children and reference to the following documents when planning an inclusive curriculum and environment,

i. ELECT (Early Learning for Every Child Today)

ii. “How does Learning Happen” (*Well-being, Exploration, Belonging, Expression*) into curriculum planning and documentation

iii. Core concepts of the Reggio-inspired curriculum (*Collaboration, Image of the Child, Environment as a Third Teacher, Teacher as Researcher, Relationships, Transparency, Documentation, Provocation, Progettazione - making flexible plans for the further investigation of ideas and devising the means for carrying them out in collaboration with children, parents, and at times, the greater community, One Hundred Languages of Children - encouraging children to make symbolic representations of their ideas and providing them with many different kinds of media for representing these ideas*)

8. Incorporating indoor and outdoor play as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care. This will be achieved by:

a) Ensuring the schedule of the day provides a variety of activity level; Planning and offering curriculum activities in all domains, both indoors and outdoors; Setting up the environment to ensure areas for quiet and active play are available for all children; observing the children and facilitating activities based on their needs for active or quiet time.

9. Fostering the engagement of and ongoing communication with parents about the program and their children. This is achieved by:

a) Educators initiating meaningful dialogue on a daily basis with parents during drop off and pick up times; Completing daily report forms about each child; Providing various modes and contact points for feedback: website contact page, direct email, face to face contact with School Director (posted office hours), phone calls; Meet and greet and parent/teacher interview meetings; Memos from School Director, Executive Director and Board of Directors; Parent satisfaction surveys completed bi-annually; Encouragement for parents to visit the school and observe their child (found in the parent handbook).

10. Supporting Educators, or others who interact with the children at a childcare centre in relation to continuous professional learning. This is achieved by:

a) Ensuring School Directors observe Educators and facilitate regular reflective practice; Providing professional learning information and resources; Ensuring budget planning includes a professional learning expense line; Annual professional learning day for all Educators; In-house professional learning during lunch time sessions; Quarterly staff meetings that include a professional learning component; Educator access to the internet for research; Providing

Educators with a membership at the professional resource centre (rotating basis); Orientation program for all new Educators that includes but is not limited to:

Health and Safety, Reggio-Inspired Curriculum, Intergenerational Program, Accessibility; Documentation of professional learning in child care management software allowing School Directors to document areas of learning; Request feedback from Educators about professional learning needs; Provide time for Educators to participate in professional learning; School Directors engage in dialogue about professional learning needs and document these in the Performance Management Program package.

11) Involving community partners in the program. This is achieved by:

a) Ensuring Educators have opportunities to dialogue with community partners to support the best interests of children and families; Invite community partners to participate within the program; Coordination of Service Coordination meetings to support families and Educators.

12) Documenting and reviewing the impact of the strategies outlined in the Program Statement above. This is achieved by:

a) Reviewing goals at annual strategic planning meetings with management team; Referencing the goals when preparing feedback forums for Educators and families; Prepare a summary document after all review activities and provide to the Board of Directors for review and action planning; Coordinating feedback forums with families.

13) Program Statement Implementation. This will be achieved by:

a) Providing Educators with a copy for review and sign off; School Directors discussing the statement components during staff meetings; Management team discussing the statement components during staff meetings; School Director reviewing statement during curriculum plan review and approval process; Peer reviews of program statement implementation to be developed.

This program statement, together with the regulations that guide program development, pedagogy and practice in licensed childcare settings, is intended to strengthen the quality of programs and ensure high quality experiences that lead to positive outcomes in relation to children's learning, development, health and well-being.

Parkview Children's Centre names "How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)" as the document to be used for the purpose of guiding our program under subsection 55 (3) of the Child Care and Early Years Act.

BOARD OF DIRECTORS

Parkview Children's Centre is a non-profit, charitable organization operated by a volunteer Board of Directors. The Board consists of members from the community, to a maximum of nine members. When parents enroll their children at Parkview Children's Centre, they automatically become members of our organization.

An Annual General Meeting (AGM) of the membership is held annually, and at which time the Board of Directors is elected. At least one parent from each family is strongly encouraged to attend the AGM. Your vote is needed at the AGM to determine our next Board of Directors as well as completing other business. If you are unable to attend, you can provide your vote via proxy to the parent representative of your location. The Board of Directors reserves the right to amend any of the foregoing policies.

SERVICES OFFERED

We are licensed under the Ministry of Education and follow the requirements set forth by the Child Care and Early Years Act.

The Child Care centres serve children in the following programs:

Infants: 10 months - 18 months of age

Toddlers: 18 months - 30 months of age

Preschool: 30 months – until child is eligible for Kindergarten

Last day for all kindergarten eligible children is the Friday before the Labour Day weekend each year.

Parkview Children's Centre strives to provide high quality childcare to the community. We offer a full-time all-day program for Infants, Toddlers and Preschool. The Ministry of Education recognizes that a program that runs for a minimum of six hours is a full-day.

HOURS OF OPERATION

Our operating hours are from Monday to Friday, 7:30am- 5:30pm.

OFFICE COMMUNICATION

Emails and calls will be returned within 48 business hours. Emails and calls will not be responded to after business hours (evenings and weekends).

STATUTORY HOLIDAYS AND CENTRE CLOSURES

Parkview Children's Centre observes statutory holidays. Full fees apply when a statutory holiday falls on a day when your child is scheduled to attend. All sites will also close for up to 2 days per year so that all Educators can participate in a full day of professional development. We will notify families as soon as possible with the dates of the closures so that families will have ample time to find alternate arrangements for care. Families will be responsible for fees on the Parkview Professional Development day, but not on the Halton Region Professional Development Day.

- New Year's Day
- Family Day
- Good Friday
- Easter Monday (Parkview Professional Development Day)
- Victoria Day
- Canada Day
- Civic Holiday
- Labour Day
- Thanksgiving
- October 2024 *exact date TBD (Halton Region Professional Development Day)
- Winter Break (Christmas Day to New Year's Day)
- Boxing Day

During the week of Winter Break, all Parkview locations will be closed and families will be required to pay full fees for these closure days. Parkview closes at 12pm on Christmas Eve when Christmas Eve falls on a weekday. **See Appendix A for specific closure dates.**

SNOW DAY'S AND EMERGENCY CLOSURES

Parkview Children's Centre will also close for any of the following reasons:

-When the Child Care Early Years Act (CCEYA) regulations cannot be upheld either in the School or any classroom

-When it is mandated by Halton Region Health Department

-When the Halton Catholic District School Board (HCDSB) or Halton District School Board (HDSB) closes schools due to inclement weather. If the buses are cancelled, but the schools are open, then our centres are open as well (unless otherwise communicated by email).

***Please note that families will be responsible for payment of full fees on any closure days.**

Note: when the HCDSB & HDSB is closed for March break, Winter break, Summer break, P.A. days, etc., the Executive Director of Parkview Children's Centre will determine when the centre will close due to inclement weather.

In the event of inclement weather overnight:

Parkview will not be sending out notice of the closure to families. Parents are required to seek out this information using the following sources. **The School Director/Designate will ONLY email families if there is a school closure** where HCDSB or HDSB is not closing.

The decision to close schools is communicated in the following ways:

School Board Website: (www.hcdsb.org or www.hdsb.ca)

When school transportation is cancelled and/or schools are closed due to inclement weather, the Board's website is updated as soon as this information becomes available. Please note: If an update is not posted on the Board's website, it signifies that school transportation and school operations are running as usual.

Twitter:

School closures will be tweeted out to Halton Catholic District School Board followers and Halton District School Board followers on the respective Board's [Twitter accounts](#).

Television Stations:

CHTV (Morning Show), CITY TV (Breakfast Television), CP 24

In the event of a closure throughout the day:

- Parents will be notified via Lillio (formerly HiMama) and/or phone call of the early closure, and are required to pick up their child(ren) within 2 hours of the message being sent
- On days of inclement weather, it is crucial that parents/guardians have a plan in place to ensure emergency contacts are available to support with early pick-ups if parents are unavailable

EMERGENCY SITUATIONS

Parkview Children's Centre has emergency management policies and procedures to address situations. "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. In the event that a child needs to be transported to the hospital by ambulance, parents/guardians will be contacted immediately to meet the Educator and child at the hospital. Parkview Children's Centre will call 911 when necessary to protect the child's health and well-being.

In the event of an emergency whereby the operations of the child care centre cease, all families will be notified by email and/or telephone as soon as possible, and will be required to pick up their child when the all clear is given. Please ensure your emergency contact information is up to date, in close proximity to the childcare centre and have appropriate car seats and medication for your child as required.

REGISTRATION & ADMISSION FORMS

The following administration policies have been passed by the Board of Directors of Parkview Children's Centre. Parents are strongly urged to read this section carefully. Please speak to the Enrollment Coordinator if you require further clarification.

All registration forms must be submitted to the Enrollment Coordinator and be on file within **one-month prior** to your child's start date, unless otherwise indicated by the Enrollment Coordinator in the event you are offered a space with less than one-month notice. Failure to submit the completed paperwork on time will result in Parkview offering the space to another family.

Parkview Children's Centre utilizes a child care management program (Lillio - formerly HiMama) for information related to the administration of the program for families and Educators, and to support the registration and management of the child care. This system provides families with the ability to update their child's file and receive communication from your child's Educators and School Director. The child care management system allows the School Director, Finance Coordinator and Executive Director to effectively administer the requirements of the Child Care and Early Years Act of the Ministry of Education and the operations of Parkview Children's Centre. A release form will be completed prior to registering your child into the program.

Fee schedules, invoices, and receipts will all be issued through Lillio. **Bambora Inc.** is used for the management of fee withdrawal. Child care fees are due on the first of the month of service or the next business day if the first falls on a weekend or holiday. Note that funds could take up to 3 days to be withdrawn from the parent's bank account. **Families are required to pay for all days that your child is scheduled to attend. This includes all statutory holidays, sick days, vacation time, snow day's, etc. This process is followed for all families.**

Families must complete the Pre-Authorized Debit/Credit Card form to process payment of fees on a monthly basis. This form is required within **1 week of accepting a space** with Parkview so that we can charge your deposit fee. Your space is not confirmed until after the deposit fee has been charged. Additionally, as soon as you receive your first email from Lillio, you must login to your Lillio account to set up your payment information that you outlined on your payment of fees form. **It is mandatory that all families have their payment information inputted on Lillio at all times.** If you would like to update your payment information, you must first notify your School Director and complete a new Pre-Authorized Debit/Credit Card form, in addition to updating your payment information on Lillio.

A deposit must be paid upon enrollment to the School. **The deposit amount is \$250 for the child care program (non-base fee).** This deposit will be applied towards your last month's fees once the required one month notice of withdrawal has been provided. This deposit is waived for families receiving child care subsidies from the Region of Halton. A \$25.00 fee (non-base fee) will be placed on all NSF processes. Upon receiving a second NSF notification,

the Executive Director will be informed and a letter will be sent to the family advising that a third NSF payment may result in termination of care. Fee rates are subject to change throughout the year, should the need arise. A four-week advance notice will be given before any increases take effect.

***Fee Schedule- See Appendix B.**

FINANCIAL ASSISTANCE

Parkview Children's Centre has a Purchase of a Service Agreement with the Region of Halton. We accept children into the program who require childcare subsidy. For more information on financial assistance and to inquire about eligibility, please contact the Region of Halton directly at (905) 825-6000.

DAILY RATES (Base Fee) SHEET

Please see **Appendix B**.

FEE RECEIPTS

Fee receipts are provided electronically to the invoiced parent. If replacement receipts are required, please contact the Finance Coordinator at ext. 121. Fee receipts are provided free of charge.

Income tax receipts will be issued once per year and will be issued by February 28. Should you not receive your receipt, please email Dora Odame at dodame@parkviewcc.ca.

Secondary receipts can be provided with three weeks written notice.

CANADA WIDE EARLY LEARNING AND CHILD CARE AGREEMENT (CWELCC)

Parkview Children's Centre has been approved and is participating in the Canada-Wide Early Learning and Child Care Agreement. **Please see Appendix B for our Fee Schedule.**

LILLIO (formerly HiMama) COMMUNICATION

As a reminder, Educators are busy interacting and engaging with the children throughout the day. These interactions and time being spent with the children is their number one priority.

Some days may be busier than others, so please be patient with our Educators if they do not

share information regarding your child right away. Please be aware that the Lillio system is not an instant messaging service. As mentioned above, it may take time for your child's Educators to respond to your message. Each day looks different in a classroom, so you may not receive photos every day as the Educators are busy supporting the needs of the children in the classroom.

LATE PICKUP POLICY

The hours of operation at all Parkview locations are 7:30 am to 5:30 pm. All parents are required to arrive to pick up their children no later than 5:25pm to allow for departure by 5:30pm from the building. Parents failing to depart with their children by 5:30pm will be required to sign a late form. Out of respect for our Educators personal time, Parkview Children's Centre has a late fee policy in effect. Our late fee a non-base fee levied at a rate of \$20.00 (non-base fee) from 5:30-5:35 pm and \$50 (non-base fee) after 5:35 pm. The late fee payment will be added to your invoice for the following month. We will be contacting Halton Children's Aid Society for consultation by 6:00 pm if we have not heard from either parent/guardian. Families who are late more than three times will be asked to find alternate child care for their child. **THERE IS NO EXCEPTION TO THIS POLICY.**

WITHDRAWAL/ DISCHARGE

A mandatory one month written notice is required if you plan to withdraw your child from the centre for any reason. You will be charged the full cost of one month of care regardless if your child attends their final month. Your \$250 deposit (non-base fee) will be applied to your last month's fees. If you are currently receiving a subsidized rate through Halton Region, you will be required to provide two weeks written notice. If your subsidy ends before your two weeks notice please note that you will be responsible for paying full fees for the final days. If you cancel a space with less than one month notice to the confirmed start date, you will be responsible for any fees you would have been paying during that one-month period. Ex: If your child is confirmed to start January 1st then you must give notice of cancellation by December 1st. If you were to cancel your space on December 15th, you would be responsible for the fees from January 1st to January 15th.

RIGHT TO REFUSE

Parkview Children's Centre reserves the right to refuse or discharge any family. The Termination of Child Care Services policy can be found below. **Please see Appendix C.**

PROTECTION OF PERSONAL INFORMATION

Parkview Children's Centre is committed to implementing processes and practices to ensure the personal information of children and families is protected. For more information about these practices, please ask your School Director.

The information requested in the enrollment process and thereafter is collected for the purposes of supporting the health and welfare of each child and ensuring the safety of each child. The information is collected pursuant to Child Care and Early Years Act, 2014, S.O. 2014, c. 11, Sched. 1, as amended and the regulations there under.

For further information relating to the collection of personal information, please contact the Executive Director of Parkview Children's Centre, 905-634-3141 x123.

CHANGE IN REGISTRATION INFORMATION

Please notify the office immediately for any changes in registration information (ex: phone numbers, addresses, emails, payment information). The accuracy of this information is vital to the safety and well-being of each child, and the overall administration of our services.

SECURITY MEASURES- ENTRY ACCESS

Each site has locked entry points which are secured by a keypad. Parents are provided with the passcode upon enrollment into the program and are expected to keep this passcode confidential. The passcode will be changed regularly. An email from the School Director will be sent to you in advance of the passcode change.

Please ensure that you do not allow any other adults into the building when you enter. All families are expected to ensure the door closes and secures when they enter and exit.

CUSTODY & ACCESS

It is our legal responsibility, to the extent that this is possible, not to release a child to an unauthorized person. We recognize that families may be dealing with custody and access issues in regards to a child(ren) attending Parkview Children's Centre. Therefore, we have set the following guidelines in place to ensure that a child is not released to a parent/person who is not authorized to have access due to custody arrangements.

At the time of registration or any time during the child's enrollment at Parkview Children's Centre, the enrolling parent must notify the Enrollment Coordinator or School Director of an existing Custody Agreement. The Enrollment Coordinator or School Director will ask for a certified copy of the most recent Court Order. If the other parent is not permitted to pick up the child, Parkview Children's Centre will need to verify this through the custody document that will include clear access directions. Without a court document, both parents have equal rights to custody and Parkview Children's Centre cannot accept the responsibility of deciding which parent has legal custody. If custody documents are in the process of being established, Parkview Children's Centre will accept a written agreement signed by both parents confirming who can pick up the child and on what days and times.

If there is a custody disagreement/dispute, Parkview Children's Centre is legally bound to respect the wishes of the parent with legal custody. In order to best support the child in a family conflict situation (i.e. custody, divorce, separation), it is Parkview Children's Centre's policy to remain neutral. Therefore, we will not issue letters of support/character references to either parent/guardian.

WAITING LIST FOR CHILD CARE – PLACEMENT AND STATUS UPDATE POLICY

Policy:

Families are placed on the waitlist when they complete the online waitlist form or submit an email request. A space is offered to a family based on the following order of priority criteria:

1. Children currently enrolled who need to move to the next age group
2. Permanent staff member of Parkview Children's Centre
3. Sibling of a child currently enrolled and date care requested (If the enrolled child withdraws from Parkview for any reason, siblings will remain on the waitlist but lose priority status)
4. Family transferring between sites and date care requested
5. Age of child
6. Date on waitlist

Employees of Parkview Children's Centre looking for child care for their child and/or children, will only be able to secure a placement at a PCC location other than the employees current workplace location. **See policy 1.25.**

Parkview does not charge or collect a fee or deposit for the placement of a child on a waiting list for admission to the child care centre.

Parkview reserves the right to pause waitlist registrations at any time.

Parkview completes a waitlist update for each centre twice per year.

Purpose:

The purpose of this policy is to ensure fair and equitable process when placing families on the waitlist and offering child care spaces to families.

Procedure:

Receiving a Request to Place a Child on the Waiting List:

- Parkview will receive parental requests to place children on the waiting list via online submission through Parkview's website, or through email.

Placing a child on the Waiting List:

- Children will be placed on the waiting list in chronological order, based on the date that the online waitlist form or email was received, also taking into consideration priority levels as outlined above.

Offering an Available Space:

- When space becomes available in the program, priority will be given based on the levels outlined above.
- Families will be notified via email of the available space and are required to respond within the timeframe provided in the email.
- If families do not respond within the required timeframe, the space will be offered to the next child on the waiting list.
- Should parents decline or forfeit (as detailed below) a space offered, two times you will be removed from the waitlist(s).

Families Requesting a Tour:

- Tours of the centre are only provided to families if they have been offered a space.
- If a family is requesting a tour before accepting an offered space, tours will be provided as soon as possible based on School availability.
- Families must arrive at their scheduled tour time. Early or late arrivals will not be accommodated.

- Families are required to confirm or decline the space within 24 hours of their tour.
- If a family does not show up for their tour, they are forfeiting the space (see note about forfeiting space above) and the space will be offered to the next child on the waitlist.
- If a family needs to reschedule their tour, Parkview will reschedule 1 time, otherwise the family forfeits the space (see note about forfeiting space above) and the space will be offered to the next child on the waitlist.

Responding to Parents who inquire about their Child/ren's Placement on the Waiting List:

- The Enrollment Coordinator/Designate will be the contact person for parents who wish to inquire about the status of their child/ren's place on the waiting list(s).
- If the parent would like to receive a hardcopy noting their placement on the waitlist, a spreadsheet will be generated showing their placement on the waitlist based on the priorities noted above. All names of other families on the waitlist will be removed from the spreadsheet to maintain privacy and confidentiality.

PLACEMENT OF STUDENTS AND OBSERVERS

As a leading advocate in the support of quality early learning and child care, Parkview values the importance of adult education regarding child development and curriculum development. Therefore, Parkview Children's Centre mentors high school co-op, college and university students enrolled in an Early Childhood Education or Child Studies program. Students are involved in the planning and implementation of day-to-day activities at Parkview Children's Centre. They are supervised and mentored at all times by the classroom Educators and are never to be left alone with a child or group of children. Occasionally, students or professionals working with children request a visit to Parkview Children's Centre for observation purposes. The approval of these requests is at the discretion of the School Director.

VOLUNTEERS

Parkview Children's Centre may have parent and/or community volunteers who contribute their time and skills in the classroom. Volunteers enable us to provide higher adult to child ratios, more opportunity for one to one interaction between Educator and child, and a higher level of programming.

All volunteers are thoroughly screened, including a clear vulnerable sector police check.

Parkview Children's Centre requires all students and volunteers to review and sign off that they have read and understand all policies of the organization. Students and volunteers are never

left alone with the children or any individual child. If you are interested in volunteering at the centre, please contact the School Director.

FIELD TRIP & EXCURSIONS

Field trips, excursions, walks and community interaction are an important part of learning and an extension to Parkview Children’s Centres Reggio Emilia approach. Field trips and excursions are related to the topic that the group is working on.

Notices of field trips and excursions requiring transportation are given to parents in advance. On occasion, additional adult supervision is required for a field trip. Parent volunteers are requested and greatly appreciated for these trips. A current Criminal Reference Check (CRC) is required before any volunteer may accompany the children on a field trip. These documents can take up to four weeks to complete so it is recommended that you apply for a CRC immediately so that you are ready to volunteer when the opportunity arises.

From time to time, community resources will be utilized within the premises. This means, we will bring in community guests or special presenters. You will receive notice when this happens. Excursions involving water play are only permitted at splash pads.

For safety reasons, field trips that involve transportation are not permitted for infants or toddlers.

EDUCATOR TO CHILD RATIOS/MAXIMUM GROUP SIZES

The following chart outlines the Educator to child ratios and maximum group sizes for each licensed age group, as per the Child Care and Early Years Act:

Age Category	Age Range of Age Category	Ratios of Employees to Children	Maximum Number of Children in Group
Infant	Younger than 18 months	3:10	10
Toddler	18 months or older but younger than 30 months	1:5	15
Preschool	30 months or older but younger than 6 years	1:8	24 (many Parkview classrooms are only licensed for 16)

REDUCED RATIOS

Parkview observes reduced ratios for three periods of the day, as approved in the Child Care and Early Years Act. Reduced ratios never apply in the Infant age group or when a classroom is outside. Reduced ratios occur during:

1. Arrival period = 90 minutes from the time the centre opens (7:30am-9:00am)
2. Departure period = 60 minutes before the centre closes (4:30pm-5:30pm)
3. Rest Period = no more than 2 hours

Age Category	Standard Ratio (9:00-4:30)	Reduced Ratio	Educators Required for Reduced Ratios
Infant	3:10	N/A	N/A
Toddler	1:5	1:8	1-8 children = 1 Educator 9-15 children = 2 Educators
Preschool	1:8	1:12	1-12 children = 1 Educator 13-24 children = 2 Educators

ARRIVALS & DEPARTURES

Hours of operation are 7:30 am to 5:30 pm, Monday through Friday.

Please ensure that you connect with a classroom teacher through Lillio (formerly HiMama) with any questions, concerns or information that you need to share in the morning. Child development experts recognize that routine and predictability are one of the important elements in making a child's world feel safe. Therefore, Parkview Children's Centre Educators strive to provide a schedule for your child that is consistent every day. Accordingly, we ask for your participation in helping us make your child feel safe and secure within his or her environment by supporting this schedule. Parents will accompany their child to his or her classroom and ensure that the classroom teacher is aware of your child's arrival.

For children to fully benefit from the program, parents are encouraged to drop off their children before **10:00am** so that they can participate fully in the developmental activities (child care program). Late arrivals do not allow children to transition themselves into the program for the

day. It disrupts their routines such as lunch and nap and does not set them up for a successful day. The final cut off for drop-offs is **11:00am**.

Specialist/Doctor appointments should be made at the beginning of the day or at the end of the day. We must be notified 24 hours in advance of any appointments. For appointments in the afternoon that require an early pick up, children must be picked up before or after a nap.

Please speak to your child's Educators for specific times. Picking up children during nap disturbs children's sleep and therefore it is important that early pick up is done before or after the rest period. Parents must notify their child's Educators regarding late drop off or early pick up. Double drop off are not permitted as they are very disruptive for the child and the rest of the class. When children are picked up in the middle of the day, they are not permitted to return until the next day. There will be no exception to this policy.

Please be mindful at the end of the day that the Educators do not have a lot of time to connect when getting your child ready to leave the classroom. Please message your child's classroom to arrange a time to connect regarding your child should you have questions or concerns about your child's development, needs etc.

Parents and other pick-up contacts (14 years of age or older) must have picture identification available at all times. On occasion, there may be an Educator caring for your child during pick up time, who may not be familiar with you; therefore, they will ask you to produce identification. If the above guidelines are not followed, an Educator cannot release your child.

We understand that there are some situations where you may be unable to pick up your child on time (i.e. traffic jam, GO train delay, inclement weather, etc.). In those instances, the person picking up your child must be listed as one of their emergency contacts. In the event none of the emergency contacts are available either, parents must provide written verification with the name of the person who will be picking up your child and they will be required to show photo identification.

Safe Arrival and Dismissal Policy and Procedures

Purpose:

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

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving

care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

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

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

Policy:

- **Parkview Children’s Centre** will ensure that any child at the centre will only be released to the child’s parent/guardian or an individual that the parent/guardian has provided written authorization for through email or Lillio message.
- **Parkview Children’s 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 before the centre closes, staff must follow the safe arrival and dismissal procedures set out below.

Additional Policy Statements

Parents/guardians may provide written authorization for an individual at least 14 years of age or older who their child(ren) may be released from the child care centre to.

Procedures:

For Child Care Families:

Parents/guardians are required to inform the child care centre if their child will be absent (sick, vacation, home day, etc.) or late for any reason. Should you know of a scheduled absence, families are encouraged to notify the centre as soon as possible.

For Before and After School Families:

Parents/guardians are required to inform the before and after school program if their child will be absent from before AND/OR after school care (sick, vacation, home day, etc.) or late for any reason. Should you know of a scheduled absence, families are encouraged to notify the centre as soon as possible.

Accepting a child into Child Care and Before and/or After School 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.
 - Parent/guardian will notify Educators during drop off, if someone other than the child’s parent/guardians will be picking up their child. This person must either be already listed on the child’s Emergency Contact Card, or if the individual is

not listed, parents/guardians must provide written authorization (email or Lillio message) indicating the individual's name and address. Parents are responsible for ensuring emergency contacts bring Government issued photo identification.

- Staff must confirm that the authorized person is listed on the child's Emergency Contact Card and/or have written authorization (email or Lillio message) from the parent/guardian for any individuals not listed on the contact card.
- sign the child in on the classroom attendance record.
- document the change in pick-up procedure in the daily written record.

Where a child has not arrived in care as expected

For Child Care:

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., communicated through Lillio messaging or advised the closing staff at pick-up), the staff in the classroom will, at their first opportunity, reach out to the parents/guardians via Lillio messaging to inquire in regards to the child's absence. If no response is received, staff will follow up with a phone call to the parents/guardians. If the parents/guardians do not answer the phone call, staff will leave a voicemail, if possible.
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.
3. If the child's absence is not confirmed, program staff shall document the child's unconfirmed absence on the attendance record and will log all steps taken in their daily written record (ex. Messaging, phone calls, voicemails, etc.).

For Before School Care:

1. Where a child does not arrive at the before school program and the parent/guardian has not communicated a change in drop-off (e.g., communicated through Lillio messaging or advised the closing staff at pick-up), the staff in the classroom will, at their first opportunity, reach out to the parents/guardians via Lillio messaging to inquire in regards to the child's absence.
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.

3. If the child's absence is not confirmed, program staff shall document the child's unconfirmed absence on the attendance record and will log all steps taken in their daily written record (ex. Messaging, notifying the School administration, etc.).

For After School Care:

1. Parkview Staff will confirm with the School Board Staff whether a child did not attend school, a child was picked up early, a child was picked up by parent/guardian at end of school day, etc. If the child was present at School and is now unaccounted for, staff will call the parents/guardians to inquire about the child's whereabouts. If unable to reach either parent/guardian, Parkview staff will call 911 to report a missing child. All steps will be documented in the daily written record and Supervisor will be notified.
2. When 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.
3. If a child has an unconfirmed absence 3 times, parent/guardian will receive warning letter of possible termination from the program.

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, the parent/guardian/authorized individual must provide photo identification so staff can confirm the individual's information against the parent/guardian/authorized individual's name and address on the child's Emergency Contact Card or written authorization.
 - Where Staff do not have written authorization to release the child, or the authorized individual cannot provide photo identification to verify their identity, Staff are not permitted to release the child.

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 has not arrived by **5:30pm** (for child care) or **6:00pm** (for after school care), staff shall ensure that the child is given an 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, if we have not already received communication that the parent or authorized individual will be late.
3. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian, in order to confirm their pick-up time.
4. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall call all other alternate emergency contacts.
5. Staff will contact centre supervisor or designate 20 minutes after the closing time, if no contacts have been reached.
6. 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 **6:00pm** (for child care) or **6:30pm** (for after school care) the staff shall proceed with contacting the local Children's Aid Society (CAS) at **905-333-4441**. Staff shall follow the CAS's direction with respect to next steps.
7. Staff will document the time and details of all communication attempts in their classroom logbook.

Dismissing a child from care without supervision procedure

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

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care 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 child care 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.

INCLUSION

Through an agreement with Halton Region, Children's Developmental Services, Parkview Children's Centre provides an inclusive program that provides services for children with differing abilities. A Resource Consultant or other Support Professional works with the Educators at Parkview Children's Centre to plan individual programs and acts as a connection with other professionals who work with children.

Individuals from other agencies such as speech pathologists, occupational therapists, etc. are often on site to work with the children and Educators.

REGGIO INSPIRED CENTRE

Parkview Children's Centres program is inspired by the Reggio Emilia approach to Early Childhood Education. Key components of the Reggio philosophy include community support, parent involvement and the environment, which acts as a third teacher.

As part of Parkview Children's Centres project-based curriculum, the children are exposed to an environment that focuses on learning through relationships, research, and art. Within the many learning centres, children explore using a wide variety of art materials, real life, and natural resources. The children's work is documented through learning stories, photographs, samples of children's artwork, children's written work, and teacher recordings of individual and group discussions. Documentation allows children to revisit their work and provides parents with evidence of their children's learning.

QUALITY FIRST

Quality First is a quality early child care initiative providing all licensed childcare programs in Halton Region with the opportunity to participate in a developmental model for quality improvement. **The areas of focus in the Quality First program include:**

- Environment and Curriculum
- Inclusion
- Supports for Supervisors
- Professionalism
- Supporting Early Childhood Education students

SEPARATION ANXIETY

Having separation anxiety is a normal stage of development. Each child's experience is different from other children. Some children may cry for a day or two while some may cry for longer. Some children do not cry within their first week but may cry later when it is time to say goodbye. Some children are fine during the day but cry when their parents come to pick them up. We have an excellent team of dedicated Educators who are competent and are prepared to help. They comfort and reassure children. They help them identify their feelings and emotions and provide support during the separation process.

We recognize and understand that separation can also be difficult for parents. After parents leave the classroom, please refrain from coming back in to comfort your crying child as this can be more confusing for them and will prolong anxiety. Tears, however distressing, are perfectly normal and will not last forever. Often after parents leave, children stop crying and join the activities. Parents dropping in and visiting during the day is very disruptive to the children's routine and class. When children see their parents arrive, they associate it with going home. Parents leaving after a short visit will increase their anxiety and not be beneficial to the child.

Parents can prepare their child prior to attending the program by telling them where they are going and what will happen when they are at child care. Parents may leave comforting items for the child like a special toy or something for them to hold like a family picture.

BEHAVIOUR GUIDANCE

As part of quality early learning programs, children learn best through relationships and collaboration with other children and adults.

Parkview Children's Centre's preschool classrooms incorporate a social skills program called Second Step. This program provides lessons in empathy, anger management, and impulse control. Modeling of caring, cooperative relationships and ongoing dialogue, help children to learn which behaviours are appropriate and acceptable.

All Educators are required to follow our Program Statement which includes expectations of Educators when supporting behaviour and is signed prior to the start of their employment and annually thereafter. Should a child that demonstrates challenges, developmentally and/or behaviorally be enrolled in the program, the program will seek to access additional support and resources in a timely manner. However, if it is concluded that the Educators and program can no longer meet a child's needs and that there is a safety risk (elopement and aggression) to the child, other children and Educators, then the decision to discharge a child may be warranted. The program also reserves the right to give notice of withdrawal of service if the parent does not abide by all policies and procedures. If the Centre's programs are not meeting the needs of your child or family we will discuss possible solutions and provide aid in finding alternatives.

DUTY TO REPORT

We all share a responsibility to protect children from harm - a responsibility that extends to those situations where children suffer abuse and neglect in their own homes. Ontario's Child, Youth and Family Services Act (CYFSA) provides protection for these children.

Section 125 of the Act states that members of the public, including professionals who work with children, must promptly report any suspicions that a child is or may need protection to a Children's Aid Society. This means that all Educators of Parkview Children's Centre have a legal responsibility to report suspicions of child abuse. The intention is to ensure children are protected and parents/caregivers have the resources to support the growth and development of children. The Act defines the phrase "child in need of protection" and sets out what must be reported to a Children's Aid Society. This definition is set out in detail on the following pages. It includes physical, sexual and emotional abuse, neglect, and risk of harm. For more information or questions regarding our "duty to report", please consult <http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx>

ROLE OF PARENTS WITHIN THE PROGRAM

Having clear lines of communication is critical in building a healthy partnership in caring for your child. To ensure that any issues, questions and concerns be directed to the right party, please consult the policy on page 39 that clearly outlines the steps for parents to take in the event of issues and concerns.

With respect to the privacy and confidentiality of other children, parents are not permitted to take any photographs or videos within the child care centre or on child care grounds. We ask that you provide your full attention to your child during drop-off and pick-up time, including refraining from being on your cell phone.

PARENT ADVISORY COMMITTEE

The PAC is...	The PAC is <u>not</u> ...
<ul style="list-style-type: none">A 2-way communication and feedback loop to give parents a voice in order to enhance inclusivity and the culture at Parkview.	<ul style="list-style-type: none">A means to address specific issues relating to your child

The PAC is...	The PAC is <u>not</u> ...
<ul style="list-style-type: none"> To strengthen relationships between parents and school Educator in living out our value of “Parents as Partners” in meeting the needs/interests of the children. 	
<ul style="list-style-type: none"> An unbiased, objective committee that brings forward feedback, ideas, themes of needs, and questions to Parkview leadership 	<ul style="list-style-type: none"> A replacement for your School leadership/ Directors
<ul style="list-style-type: none"> A way of sharing Parkview information with parents 	<ul style="list-style-type: none"> A board that makes strategic decisions
<ul style="list-style-type: none"> A mechanism to solicit feedback and involvement from parents on macro issues (i.e., curriculum, fundraising, etc.) 	<ul style="list-style-type: none"> A complaints or operations committee
<ul style="list-style-type: none"> A supplemental communication avenue for feedback and support 	<ul style="list-style-type: none"> A replacement for existing communication channels

CLASSROOM TRANSITIONS

As your child ages, they will transition into older classrooms/age groups as spacing permits. Parkview Children’s Centre has limited flexibility moving children into older age groups. We are regulated by the Ministry of Education and are required to adhere to the terms and conditions of our license (i.e., Age groupings). If a child reaches the age to transition to the next age group, but the space is unavailable due to full enrollment, the Educators adjust the program to accommodate the developmental needs of the child.

When it is time for a child to move classrooms, parents are given written notice of the transition date. Transitioning classrooms is dependent on many factors, for example, developmental readiness, date of birth, and Centre scheduled enrollment.

Parkview does take into consideration the relationships within the classroom, but we do not guarantee that we will honour requests for placement in specific classrooms or with specific Educators.

OUTDOOR PLAY

In accordance with the Child Care and Early Years Act:

Each child that attends for six hours or more in a day must spend up to two hours each day outdoors. Parents must ensure that their child is dressed appropriately for the weather. As it is a licensing requirement to maintain Educator to child ratios, we are unable to accommodate any request for children to stay indoors while their class participates in outdoor play. Therefore, our general policy for all childhood illness is “if they are too sick to participate fully in the program (including outdoor play), then they may be too sick to be at school”.

Programming takes place to support children’s development while outdoors. This may include active movement, sensory play, creative, dramatic play, etc. Indoor active play will be encouraged when inclement weather prevents children from being outdoors.

When weather extremes take place or weather advisories are announced, the children will remain inside and appropriate changes will be made to daily programming.

BITING

Is my child going to get bitten?

The honest and transparent answer is; maybe...but keep in mind, your child may also become the child who bites.

Information About Toddlers and Biting

Children under the age of 3 years old (toddlers) in social groups, like in a school/childcare setting, are learning how to interact and function in a group setting. As a toddler program, along with hitting, taking things from each other and pushing, biting is one of the most common behaviours we see and deal with in this age group, though biting can be seen in older children. Up to the age of four, it is probably due to a delayed developmental stage. In children older than 4 years old, biting is usually a result of other reasons; child may be on the spectrum, child may have felt frustrated/trapped (it's a one-time thing), child may have some communication or speech delays, etc. *Biting is the hardest developmental behaviour to deal with as a program director, an Educator and of course as a parent.*

The Parent of the Child Who Got Bitten

- Nothing is more frustrating and disheartening than seeing a bite mark on your child's body.
- You understand that it is a developmental stage, but your child is getting hurt and you want it to stop.
- You may feel like your child is being targeted.

- You may also doubt that the Educators are doing all they can to protect your child. Those are all valid feelings to have.

Please remember:

- NO ONE wants any child to get hurt.
- The Educators are working hard and using all their resources and tricks to protect all the children, including yours.
- The parent of the child who is biting not only feels horrible, but they are feeling desperate for the biting to stop.
- The Educators work closely with the families affected.
- As horrible/bad as the biting mark left looks on your child (especially if they are fair skin children), a lot of the time, the children who are bitten, don't even cry or 'feel pain' when the biting takes place. When this happens, unless the Educators witnessed the bite, it may go unnoticed by the Educators in the room.
- Keep the communication lines open with the Educators, check in and ask if there's anything you can do to help your child.
- Children may become the 'biter' at any time (including yours).
- Toddlers don't target other children because they are mean or malicious.
- Children who are bitten often it is usually because they are 'friends' with the child who is biting and they want to play together (making it extra difficult for the Educators to keep them apart).
- The Educators cannot give you the identity of the child who is biting nor can they give you specifics about the child but can give you general information about what is being done and how the behavior is being managed.
- Studies show that children who are bitten often in childcare settings (or have a sibling who bites) do not show any long-term effects (most don't remember it happening after a few months).
- A child who bites does so for different reasons, but it is no way a reflection of the parents' parenting, it is not a reflection on the quality of the program and on the qualifications and abilities of the Educators (as long as everyone is working to help the children in the group)
- Every school, childcare, home daycare, day program who has children under the age of 3 years old (toddlers) in their program will experience this behaviour.

- The quality of the program is reflected in their willingness to work with all the parents involved and their transparency and honesty with the families.

At Parkview Children's Centre, we understand that this developmental behaviour can happen at any time, with any child no matter how sweet and friendly the toddler is, it really starts 'out of the blue'. Most of the time, the biting period will last between a few weeks to a few months and as suddenly as it started, one day, it ends. Children 'grow out' of the behaviour, move on and probably will never bite again.

We ALWAYS take biting seriously and escalate the intervention, behaviour modification and strategies the same as we would any other behaviour issues we face when working with children. We recognize that most children will stop on their own; however, for the biting period, no matter how short, we dedicate our time and energy to managing the biting.

This includes but is not restricted to:

- Making observation notes
- Protecting the other children from getting bit
- Keeping the child who is biting under close observation
- Escalating the interventions as the behavior escalates
- Keeping all parents informed when biting happens
- Working with the parents (of the child who is biting and the child who got bitten)
- Implementing some group lessons/strategies

We invite parents to keep the communication with the Educators open and honest. The Educators will do the same thing as we work through a 'biting period'.

Why Parkview Children's Centre Doesn't Expel Children Who Bite

Firstly, this is truly developmental behaviour in toddlers; therefore, we treat and intervene the same way as we do with any other behaviour issue we come across in children.

As part of our commitment to being inclusive and accepting of all children, we understand that sometimes additional resources must be dedicated to a child or a group of children to support them as they are struggling with a behaviour (intellectually, developmentally, physically or emotionally).

We work with the teaching team, the parents and any additional support Educators to ensure that a behaviour management/modification plan is in place.

As long as the parents are being supportive and not hindering the Educators and support team, we do not expel children from our program. However, if the parents are not being supportive and are hindering any intervention, this may result in the lost of their spot in our program. (Not as a result of the child's needs or behaviour, but as a result of the parents' actions.)

MENU

A four-week rotating menu is posted on the information board for parents.

The Child Care and Early Years Act and Canada's Food Guide forms the basis for the Centre's nutritious snacks and lunches. All meals and snacks are catered through Wholesome Kids Catering. A morning snack is served (until 8:30 am) as a supplement to the breakfast that your child receives at home. A wholesome meal consisting of foods from all food groups is provided at lunchtime. A nutritious afternoon snack is also served.

For your information, weekly menu information is posted at each location and available through email at the parent's request. If there are food sensitivities, all sites will provide meal replacements. Please speak with the School Director to make these arrangements.

INFANT BOTTLES/MEALS

Parents are required to provide any additional formula or alternate types of milk, if required. Any bottles must be provided to the classroom Educators on a daily basis. To help foster security and encourage emotional development, an Educator will hold or sit with your child while he/she drinks from a bottle.

For breast milk: bottles must be clearly labelled with your child's name, parent's name who expressed the milk, and the date and time the breast milk was expressed.

For prepared formula: bottles must be clearly labelled with the child's name, and the date and time the bottle was prepared.

If parents are providing a container of powder formula, it must be provided in the original container and labelled with the child's name. Educators will prepare the bottle according to the package directions just before serving the bottle.

For ready-made formula, bottles must be labelled with the child's name and will be served immediately upon opening.

This is in accordance with the guidelines set out in the Halton Region Child Care Health Resource Manual. All bottles will be stored in the refrigerator in the classroom.

Infants who are not yet eating table food, parents must provide the food for their child. Educators will prepare the food as directed. A Special Requirement form must be completed to ensure Educators are providing the food under your direction.

Parents of children under the age of 12 months must complete the “Nutrition Requirement for Children under One Year of Age” form to provide feeding directions for Educator.

FOOD ALLERGIES/LIMITATIONS/MEALS AND SNACK/WATER BOTTLES

Children attending Parkview Children’s Centre may have food allergies that are severe to life threatening. To ensure the health and well-being of children with allergies, food items (such as celebration treats) are not to be brought into the School unless it is a nut-free, store bought item that has been discussed and approved with the School Director.

When food is needed to be brought into the Centre from home, due to **severe allergies or restrictions**, the following steps will be taken to ensure proper identification of each container/lunch bag:

1. Conversation with the School Director/possible Doctor’s note required to verify
2. Each container/lunch bag will be clearly labelled with the date, child’s name, and all food ingredients listed.
3. The Kitchen Coordinator will bring the labelled food containers/lunch bags to the classroom with prepared lunch.

Parents of children with food allergies must provide the School with a list of food limitations and will be asked to provide a milk alternative if your child has sensitivities to the milk that our catering company provides.

The Ministry of Education requires that water be available for each child in a labelled water bottle/cup. Parents are required to bring in a water bottle that is clearly labelled with their child’s name. Water bottles will be sent home daily to be cleaned and returned to school the next day. Educator will ensure that the water bottles are filled and available to your child during both indoor and outdoor time.

ANAPHYLACTIC ALLERGIES

An Anaphylaxis Emergency plan will be filled in and posted in the child's classroom and kitchen where food is prepared. The Emergency plan will be used to capture all relevant information including emergency procedures in the event of exposure to allergens. Any medication to be administered must be prescribed by a Doctor and be current.

Parents must complete this plan a minimum of 2 weeks prior to their child starting at the child care centre or 2 weeks prior to the expiration of a current plan, to ensure Parkview has adequate time to review this plan with each Educator. If the plan is not completed and Educators have not signed off, your child cannot participate in the program. If parents do not provide the required paperwork and/or medication (note: expired medication is not permitted) by the given deadline, parents will be responsible for fees on any days their child is not permitted to attend.

Parents will sign the Emergency Plan to show that they consent to the method by which the Educators are trained to administer emergency medication and identify how training was provided. All Educators, students, and volunteers will review the individual plan annually, at minimum.

MEDICAL NEEDS

To ensure the health and well-being of all children, every child who has a medical need must have an individualized plan developed. Parents must complete this plan a minimum of 2 weeks prior to the child starting at the child care centre or 2 weeks prior to the expiration of a current plan, to ensure Parkview has adequate time to review this plan with each Educator. If the plan is not completed and Educators have not signed off, your child cannot participate in the program. If parents do not provide the required paperwork and/or medication (note: expired medication is not permitted) by the given deadline, parents will be responsible for fees on any days their child is not permitted to attend. Please discuss this with the School Director. If a medical need arises over time then please advise the School Director so a plan can be developed immediately.

MEDICATION

Only emergency, life-saving medication such as epinephrine, asthma inhalers and other medication that has been identified as emergency (ex. Tylenol/Advil for Febrile seizures, Benadryl for anaphylactic allergies) will be accepted and administered on site by our Educators. If your child is required to have non-life-saving medication during the day (ex. Antibiotics, prescription cream),

you must discuss with your Doctor a modified dosing schedule so that he or she may receive the proper dosage at home. Parents are also permitted to come to the centre to administer the medication at the required time if needed, as we do not administer non-life-saving medication.

Should your child require emergency medicine for one of the following conditions: **Severe Allergies/ Febrile Seizures/ or Asthma**, parents, together with the School Director, will fill in the medication form and emergency plan.

Over the counter medication is only accepted when it is part of the emergency plan and prescribed by a Doctor with a clear Doctor's note outlining the signs and symptoms for administering the drug or medication and the appropriate dosage. We will only administer prescription medication in the ORIGINAL CONTAINER.

When a drug or medication such as puffers is to be administered to a child on an "as needed" basis (i.e. there is no specific schedule or time of the day for administration), the drug or medication must be accompanied with a doctor's note outlining signs and symptoms for administering the drug or medication and the appropriate dosage. In addition, the Authorization for Medication Administration Form must clearly indicate the situations under which the medication is to be given as outlined in the doctor's note, including observable symptoms. Medicated diaper cream will not be permitted. For questions about our medication policy, please contact your School Director.

Under no circumstances is any over-the-counter or prescription medication to be left in a child's backpack or cubby area, as this poses a huge health and safety risk for children.

EPIPENS

Parents of children requiring EpiPen's must provide the Centre with two current/non-expired EpiPen's. Both EpiPen's are kept in the same location as the child. Both EpiPen's are stored in a fanny pack with an Educator who is with the child. Two EpiPen's are necessary in the event that one does not work or a second dosage is required. All Parkview Educators have been trained to use an EpiPen. If two EpiPen's are not provided, or any one or both have expired, the child will not be permitted to attend the program until valid EpiPen's are provided. ALL prescription labels MUST be directly on the EpiPen, not on the EpiPen box.

SICK POLICY

In the event that your child is sick, a parent/guardian or emergency contact must be available to pick up the child from the centre within 1 hour.

Does your child have any of these symptoms?

- Fever and/or chills (Temperature of 37.8°C/100.0°F or greater) Times Temp taken _____/_____.
- Nausea, vomiting and/or diarrhea (Not related to other known causes or conditions (for example, transient vomiting due to anxiety in children, chronic vestibular dysfunction, irritable bowel syndrome, inflammatory bowel disease, side effects of medication) Times of Incidences _____/_____.
- Abnormal appearance of eyes (including red eyes, discharge, swelling/puffy eyes, etc) (Not related to other known causes or conditions (for example, allergies, blepharitis, recurrent sty's)
- Rash (Not related to previously documented skin conditions such as eczema *Doctor's note required to return to care)
- Cough (Not related to other known causes or conditions (for example, chronic obstructive pulmonary disease)
- Runny or stuffy/congested nose (Not related to other known causes or conditions (for example, seasonal allergies, being outside in cold weather, chronic sinusitis)
- Sore throat (Painful swallowing or difficulty swallowing, not related to other known causes or conditions (for example, post-nasal drip, acid)
- Headache (Not related to other known causes or conditions (for example, getting a COVID-19 vaccine and/or flu shot in the last 48 hours, tension-type headaches, chronic migraines)
- Decreased or no appetite (young children only) (Not related to other known causes or conditions (for example, anxiety, constipation)
- Shortness of breath (Not related to other known causes or conditions (for example, asthma, chronic obstructive pulmonary disease, chronic heart failure)
- Muscle aches or joint pain (Not related to other known causes or conditions (for example, getting a COVID-19 vaccine and/or flu shot in the last 48 hours, osteoarthritis, fibromyalgia)
- Extreme tiredness (General feeling of being unwell, lack of energy and not related to other known causes or conditions (for example, getting a COVID-19 vaccine and/or flu shot in the last 48 hours, depression, insomnia, thyroid dysfunction, anemia, malignancy)
- Abdominal pain (Not related to other known causes or conditions (for example, menstrual cramps, gastroesophageal reflux disease)
- Not participating in program

Returning to Parkview Children's Centre

Fever: Your child may return to Parkview when they have been symptom free for 24 hours, medication free.

Vomiting, Diarrhea: Your child may return to Parkview when they have been symptom free for 48 hours.

Rash: Your child may return to Parkview with a doctor's note stating the rash is not contagious and may return to care. If your child has been diagnosed with Hand Foot and Mouth disease, your child may return when the blisters are fully scabbed over (no open blisters) and they have been fever-free for 24 hours (medication free) and are able to fully participate in the program.

Abnormal Appearance of the Eyes: Your child may return with a doctor's note stating that they are not contagious and may return to care. If prescribed medicated drops, your child may return to Parkview after being on the medicated drops for 24 hours, with no more discharge.

The health and well-being of all children and Educators at Parkview Children's Centre is our primary responsibility. Reducing the spread of illness is imperative for everyone's safety. Our goal is to minimize the risk of illnesses coming into the Centre. Parents must keep sick children home. Please do not hide children's symptoms by administering symptom suppressant medication such as Tylenol and Tempera before bringing them into the Centre.

Parents should speak directly to their child's Educators when they have concerns about their child's health. When Educator are better informed, they can monitor the child's activities throughout the day and to react appropriately to their needs. When children develop symptoms while in the program, parents will be notified and pick up arrangements will be made.

COMMON AILMENTS IN CHILDCARE SETTINGS:

Conjunctivitis (Pink Eye)

Any child with a suspected case of Pink Eye needs to seek medical attention immediately. A child with a confirmed case of Pink Eye will be required to be on antibiotics for 24 hours before they are able to return to care. If you wish to have your child seen by a physician and they deem your child does not have pink eye, a doctor's note will be required to return to care within that 24-hour period.

Skin Rash

When a child has an unexplained rash, they will be asked to be picked up immediately and will need a doctor's note before they can return to care.

Head Lice

Although head lice do not pose any health risks, Educators will monitor and observe the class for any signs of head lice. If head lice are observed on a child, parents will be notified immediately for pick up. Children must be free from lice and nits before returning to the program. Educators will check the child's head upon their return. If any nits or lice are found, the child will not be admitted into the Centre.

Hand Foot and Mouth Disease

Hand-foot-and-mouth disease may cause all of the following signs and symptoms or just some of them. They include:

- Fever
- Sore throat
- Feeling unwell
- Painful, red, blister-like lesions on the tongue, gums and inside of the cheeks
- A red rash, without itching but sometimes with blistering, on the palms, soles and sometimes the buttocks
- Irritability in infants, toddlers and preschoolers
- Loss of appetite

The usual period from initial infection to the onset of signs and symptoms (incubation period) is three to six days. A fever is often the first sign of hand-foot-and-mouth disease, followed by a sore throat and sometimes a poor appetite and feeling unwell. Although your child is most contagious with hand-foot-and-mouth disease during the first week of the illness, the virus can remain in his or her body for weeks after the signs and symptoms are gone. That means your child still can infect others.

If your child has been diagnosed with Hand Foot and Mouth disease, your child may return when the blisters are fully scabbed over (no open blisters) and they have been fever-free for 24 hours (medication free) and are able to fully participate in the program.

Chicken Pox

The itchy blister rash caused by chickenpox infection appears 10 to 21 days after exposure to the virus and usually lasts about five to 10 days. Other signs and symptoms, which may appear one to two days before the rash, include:

- Fever
- Loss of appetite
- Headache
- Tiredness and a general feeling of being unwell (malaise) Once the chickenpox rash appears, it goes through three phases:
 - Raised pink or red bumps (papules), which break out over several days
 - Small fluid-filled blisters (vesicles), which form in about one day and then break and leak
 - Crusts and scabs, which cover the broken blisters and take several more days to heal

New bumps continue to appear for several days, so you may have all three stages of the rash — bumps, blisters and scabbed lesions — at the same time. You can spread the virus to other people for up to 48 hours before the rash appears, and the virus remains contagious until all broken blisters have crusted over.

If your child has come down with any of these symptoms, they will need to be seen by their doctor. We will require written confirmation by a doctor before your child returns to school.

Your child **must be at home until** all blisters have scabbed over. **Your child must not be still inching the scabbed areas which may cause open bleeding and potential spread.**

ACCIDENTS/ INCIDENTS

There may be times when your child gets hurt during play, indoors or outdoors (e.g. bumps due to falls, cuts, scratches etc.). Despite our Educators best effort to provide a safe and nurturing learning environment for all children, accidents do occur from time to time. An incident report will be completed by an Educator when a child gets hurt while in program. All Educators are trained in Standard First Aid and CPR “C” and will tend to any injury as appropriate. Educators take every accident/incident seriously and will follow the steps below. In the event there is an injury, the following steps will take place:

- Injury will be attended to and will include first aid and emotional support/comfort.

- Completion of an Accident/Incident Report form. You will be asked to sign the Accident/Incident Report and you will be provided with a copy for your records. One copy will be placed in your child's office file.
- You will be contacted by phone based on the severity of the injury.

Head injury

Head injuries can be mild like a bump on the head, or more serious, like a concussion. In most cases, head injuries are mild and do not need medical attention. When a child receives medical attention for a head injury that occurred in the center or at home, it is imperative that they are kept at home for a minimum of 24 hours for observation.

If another child is involved, in the situation that caused the injury, the School Director or Educator will discuss the situation with the parent of that child.

Please be advised that Educators will not discuss with you any other children that may be involved in an accident/incident.

SUN PROTECTION

Parents must provide sunscreen for their child (we do not accept aerosol cans) to keep at Parkview Children's Centre during the months between April and October (refer to Topical Creams below). Parents must apply sunscreen to their child when they arrive in the morning. Educators will re-apply the sunscreen for the afternoon outdoor time as appropriate. Parents must provide a weather appropriate hat for their child to keep at Parkview Children's Centre at all times.

TOPICAL CREAMS

If your child requires a non-prescription topical cream (i.e. sunscreen, diaper creams, skin creams, lip balm etc.) that is not needed for acute (symptomatic) treatment and is used for long-term daily use, Parkview Children's Centre requires the following process to take place. Educators are permitted to administer the cream only under the following circumstances: Non-prescription/non-acute (symptomatic) treatment topical cream must be in its original container and clearly marked with the child's name.

Parents must complete the authorization form that indicates what topical cream(s) and how the non-prescription/non-acute (symptomatic) treatment topical cream is to be administered. Parents must give any non-prescription/non-acute (symptomatic) treatment topical cream to an Educator upon arrival at the School. Under no circumstances is the non-prescription/nonacute (symptomatic) treatment topical cream to be left in the child's cubby or locker. Diaper cream with a DIN number will not be administered. Expired creams will not be administered.

TOILETING

Parents must provide their child with an adequate supply of diapers, diaper wipes, and at least one complete change of clothing. If your child is getting low on diapers, we will contact you to restock diapers. If no diapers are available, and diaper changes are needed, Parkview will use the "extra" diapers available on hand. Children will not be able to return to care if diapers are not provided.

Parents must also supply any creams that are needed. A form will need to be completed to ensure Educator are applying the diapering cream according to your direction (refer to Topical Creams item above).

When your child begins to demonstrate toileting readiness at home and at school, it is encouraged for parents and Educators to have a discussion regarding next steps. It is essential during toilet learning that your child has several changes of clothing. If your child's clothing becomes wet or soiled during the day, the items will be put in a plastic bag in his/her cubby. It is really important that toilet learning takes place both at home and at the Centre. We encourage children using pull ups, use pull ups with securing sides. Halton Region's Health Department forbids us from rinsing out any soiled clothing.

SLEEP TIME

The Child Care and Early Years Act states:

Every licensee shall ensure that the program in each child care centre it operates is arranged so that;

(a) each child in a licensed toddler or preschool group who receives child care for six hours or more in a day has a rest period not exceeding two hours in length; and

(b) a child in a licensed toddler, preschool or kindergarten group is permitted to sleep, rest or engage in quiet activities based on the child's needs.

The focus at sleep time is to relax and have a calm time after a busy morning. Educators sit with the children and quiet music is played. Children have their own child sized cot and sheets that are provided by the School. Parents must bring in an appropriately sized blanket with their child's name clearly marked on it. Children are able to bring in a soft toy for cuddling during sleep time. The blanket and soft toys from home are stored in a sleeping bag. Sheets are washed weekly, or as needed. Parents of infant children will collaborate together with the classroom Educators on the infant's sleep routine when starting in our program to best meet the needs of your child and the other children in the program.

CLOTHING

All clothing must be suitable for the weather and to ensure safety. Parkview is not responsible for any damage to clothing or personal items (such as jewellery or accessories) that go missing. Children often have very similar clothing or may accidentally place an item in a neighbouring cubby. Therefore, names must be clearly marked on all children's clothing.

For your child's safety, drawstrings and other loose clothing that can cause entanglement in equipment are not permitted on site. Parents will be asked to remove these safety concerns. As part of the learning process, children are actively involved, both indoors and outdoors. This includes using creative and sensory materials such as paint, markers and glue; crawling, sitting and digging in sand and garden areas; active games both indoors and outdoors. We will make every effort to keep your child's clothing from being soiled but we cannot guarantee that their clothing will remain unsoiled as children engage in active play and activities. Please send your child in clothing that if dirtied, will not concern you.

Footwear

Indoor footwear is required throughout the year and may be open toed, but must be non-slip and have a closed back or strap back.

Outdoor footwear for the playground must be closed toe, have a non-slip sole and a closed back or strap back.

Additional clothing

At least one additional complete set of seasonally appropriate extra clothing must be in your child's cubby. Please check the supply frequently. Clothing needs include:

Summer- shorts and t-shirt, a wide-brimmed hat, splash pants

Winter- hats that cover ears and forehead (without string), extra mittens, winter boots, snow pants

Spring/Fall- rubber boots, splash pants

PERSONAL ITEMS

Parkview Children's Centre recognizes that a child can often find comfort in an item brought from home. Therefore, children may bring a stuffed toy or special blanket for sleep time. No toys, food, candy, etc., may be brought into the School, as it can become a source of conflict between children without approval. In all cases, Parkview will not be responsible for items brought in from home if they are lost or damaged.

SCENT FREE ENVIRONMENT

The chemicals used in scented products can make some people sick, especially those with fragrance sensitivities, asthma, allergies, and other medical conditions. Due to a wide variety of allergies and sensitivities, Parkview is scent free.

FAMILY PARTNERSHIPS / PARENT ISSUES AND CONCERNS POLICY

Objective/Purpose:

This policy provides a transparent process for parents/guardians and all Parkview employees to follow when an issue/concern is brought forward.

Parents/guardians are encouraged to take an active role in their child(ren)'s care. Parkview is committed to supporting positive and responsive interactions amongst the children, parents/guardians and employees/volunteers/students. The goal is to foster the engagement of ongoing communication with parents/guardians about the program and their children.

Policy:

Collaborative, respectful relationships between all Parkview employees and parents/guardians are paramount to child, staff, and family wellness. The program is constructed based on a group model, which does come with limitations, and parents need to acknowledge that requests for individualized/one-on-one care cannot be accommodated.

Parents must bring their issue/concern forward in a respectful manner, verbally or in writing, directly to the individual(s) involved in the situation. (ex- classroom related issues will be brought forward to the classroom Educators, not to the School Director or Assistant School Director). A response will be provided by the individual(s) involved in the situation either verbally, or in writing upon request, within no later than three business days of receiving the issue/concern, or as soon as reasonably possibly thereafter.

Issues and concerns will be explored in a fair, impartial and respectful way. Each issue is treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff/students/volunteers and members of the Board of Directors, except when information must be disclosed for legal reasons (ex. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

NOTE: Parkview Children's Centre maintains high standards for positive interactions, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated. If at any point a parent/guardian/volunteer/or Parkview employee feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation. **See Anti-Harassment, Discrimination, and Workplace Violence Policy and the Termination of Child Care Services Policy.**

NOTE: 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 Halton 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/childrensaid/reportingabuse/index.aspx>

All issues or concerns about the conduct of the provider, staff, students/volunteers, or other persons in a child care premises, that puts a child's health, safety and well-being at risk should be reported to the appropriate person (as indicated above) as soon as parents/guardians become aware of the situation.

Procedure:		
Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Provider, Staff and/or Licensee in responding to issue/concern:
<p>Program-Related</p> <p>Ex: schedule, toilet training, indoor/outdoor program activities, menus, students, etc.</p>	<p>Raise the issue or concern, verbally or in writing (email, Lillio), to:</p> <ul style="list-style-type: none"> - your child(ren)'s Classroom Educator(s) <p>Note: Classroom Educators may not be available for extended conversations during busy drop off and pick up hours.</p>	<ul style="list-style-type: none"> - Respond to the issue/concern within no later than 3 business days - arrange for a meeting, if required, with the parent/guardian within 3 business days, if coverage allows. <p>Document the issue/concern in detail.</p> <p>Documentation should include:</p>
<p>General Centre or Operations-Related</p> <p>Ex: fees, placement, conduct of Educator or Assistant School Director, volunteers, community partners, environment, etc.</p>	<p>Raise the issue or concern, verbally or in writing (email, Lillio), to:</p> <ul style="list-style-type: none"> - the School Director (SD) 	<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; - 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>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<p>Leadership Team Related</p> <p>Ex: conduct of School Director, Enrollment Coordinator, etc.</p>	<p>Raise the issue or concern, verbally or in writing, to:</p> <ul style="list-style-type: none"> - the Director of Program Development (DPD) 	<p>Ensure the exploration of the issue/concern is initiated by the appropriate party within 3 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p>
<p>Head Office Related</p> <p>Ex: conduct of Director of</p>	<p>Raise the issue or concern, verbally or in writing, to:</p> <ul style="list-style-type: none"> - the Executive Director (ED) 	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

Procedure:		
Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Provider, Staff and/or Licensee in responding to issue/concern:
Program Development, head office staff, etc.		

APPENDIX A**Parkview Closure Dates for 2024**

CLOSURE	DATE
New Year's Day	Centre Closed on Monday, January 1 st , 2024
Family Day	Centre Closed on Monday, February 19 th , 2024
Good Friday	Centre Closed on Friday, March 29 th , 2024
Professional Learning Day (Easter Monday)	Centre Closed on Monday, April 1 st , 2024
Victoria Day	Centre Closed on Monday, May 20 th , 2024
Canada Day	Centre Closed on Monday, July 1 st , 2024
Civic Holiday	Centre Closed on Monday, August 5 th , 2024
Labour Day	Centre Closed on Monday, September 2 nd , 2024
Thanksgiving Day	Centre Closed on Monday, October 14 th , 2024
Professional Learning Day (Halton Region)	Date to be announced – Typically held in October
Winter Break	Centre Closing at 12:00pm on December 24 th , 2024 Centre Closed December 25 th , 26 th , 27 th , 30 th and 31 st , 2024
New Year's Day 2025	Centre Closed on Wednesday, January 1 st , 2025

Daily Rates Sheet 2024

Base fees - Child Care

(Orchard, Village, St Gregory The Great, Rattlesnake Point, Cedar Ridge)

Infant Full-time \$ 34.02	
Toddler Full-time \$ 30.24	
Preschool Full-time \$ 27.52	
School Age Programs: St Gregory The Great & Rattlesnake Point (See next page for St. Cecilia fees)	
<p>CWELCC Rates (for children under 6 years)</p> <ul style="list-style-type: none"> • Before and After School Care \$12.29 • Before School Care Only \$12.00 • After School Only \$12.00 • PD Days \$23.15 • Winter & March Breaks & Summer Camp \$129.94/per week 	<p>Non CWELCC Rates (for children 6 years and over)</p> <ul style="list-style-type: none"> • Before and After School Care \$27.00 • Before School Care Only \$15.00 • After School Only \$18.00 • PD Days \$45.00 • Winter & March Breaks & Summer Camp \$282/per week
Billable Days	
January	23 days
February	21 days
March	21 days
April	22 days
May	23 days
June	20 days
July	23 days
August	22 days
September	21 days
October	23 days
November	21 days
December	22 days

* **CWLECC qualifying base fees** are available to children under 6 yrs or turned 6yrs between January 1 to June 30, 2024 and until the last day of the month they turned 6 on or after July 1, 2024.

* **CWLECC NON QUALIFYING base fees** are available to children who are 6 or older by January 1, 2024.

*The pre-authorized debit amount will equal the daily rate times the number of billable days in the month.

* **LATE FEE (Non base fees):** \$20.00 for any time staff need to stay on site between 5:30-5:35pm (for child care) and 6:00-6:05pm (for after school care), then \$50.00 anytime after 5:35pm (for child care) and 6:05pm (for after school care).

Daily Rates Sheet 2024 - Full fees (St. Cecilia School Age Program)

** Note: CWELCC funding is not available for this program	
<ul style="list-style-type: none"> • Before and After School Care \$27.00 • Before School Care Only \$15.00 • After School Only \$18.00 • PD Days \$45.00 • Winter & March Breaks & Summer Camp \$282/per week 	
Billable Days (Cedar Ridge, St Cecilia)	
September	21 days
October	23 days
November	21 days
December	22 days

*The pre-authorized debit amount will equal the daily rate times the number of billable days in the month.

***LATE FEE (Non base fees):** \$20.00 for any time staff need to stay on site between 5:30-5:35pm (for child care) and 6:00-6:05pm (for after school care), then \$50.00 anytime after 5:35pm (for child care) and 6:05pm (for after school care).

APPENDIX C

Termination of Child Care Services Policy

Policy:

Child Care services may be suspended or terminated for any of the following reasons:

- Non-payment of fees, including late pick up fees
- NSF transactions or late payments
- Harassing, discriminating, demeaning or abusive communications and/or behaviours
- Failing to adhere to Parkview Children’s Centre’s policies as outlined in the Parent Handbook.
- Child Care Centre not able to provide support based on the needs of the child.
- Or other situations as deemed appropriate by the Executive Director or Board of Directors.

Note: The Executive Director may terminate child care service ***without warning if the parent/guardians behaviours are deemed dangerous, threatening or places the safety of the children, staff or other adults at risk*** as outlined in the Parkview Children’s Centre Anti-Harassment & Discrimination Policy.

Purpose:

The purpose of this policy is to:

- Outline who may suspend or terminate child care services.
- Outline possible reasons for suspension or termination of child care services.
- Outline the process/procedure in suspending or terminating child care services.

Procedures:**Board of Directors will:**

- Review the request for termination of child care services document
- Meet with the Executive Director and appropriate School Director to discuss the situation
- Discuss the report and details
- Provide the Executive Director with a written response to the request approving or declining the request for termination.

Executive Director will:

- Meet with family to discuss the situation and as appropriate advise them that any further infractions could be cause for suspension or termination of child care services. This will only take place after the School Director has communicated with the family.
- Communicate details about potential termination of child care services to the Board of Directors.
- Prepare a written letter outlining the details and strategies for implementation to prevent a further incident. The parent/guardian will be asked to sign the letter and a copy will be provided to him/her. A second copy will be placed in the child's file.
- Prepare a request for termination and submit it to the Board of Directors as required.
- Receive an approval or decline to the request for suspension or termination of child care services from the Board of Directors.
- Meet with the family and provide a letter advising them of the suspension or termination of child care services.

School Director will:

- Document the first situation whereby termination or suspension of child care services may be required.

- Advise the Executive Director of the situation whereby termination of child care services may be needed.
- Speak with the parent/guardian and advise them of the incident or issue of concern. The School Director will review the appropriate policy and advise the parent/guardian that subsequent infractions may place the continuation of child care services at risk.
- Place the first instance documentation in the child's file
- Document the second situation whereby termination or suspension of child care services may be required.
- Advise the Executive Director of a second instance where termination of child care service may be required.
- Attend a meeting with family and Executive Director to discuss the second instance
- Place second instance documentation in the child's file

- Participate in all meetings about termination of child care services in collaboration with the Executive Director and Board of Directors.