



Kinder College Parent Handbook

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Welcome to the Kinder College Family

Welcome to the Kinder College family! We understand that balancing work, family, and personal life can be challenging, often leaving little time for yourself. At Kinder College, we strive to provide the highest quality child care solutions to support your family's needs.

We hope your experience with us will be positive and enriching. This handbook serves as a guide to some of the policies and procedures that will impact you and your child as part of the Kinder College community. For more detailed information on our policies, please refer to the resources available at the center.

Program Statement

At Kinder College Early Learning Centre, our mission is to provide a safe, nurturing, and stimulating environment where young learners can grow emotionally, socially, intellectually, creatively, and physically.

We see children as capable and full of potential, with the ability to engage in complex thinking. We respect that each child is part of a family with unique social, cultural, and linguistic backgrounds. We believe that every child deserves to feel a sense of belonging, to contribute meaningfully to their surroundings, and to have the opportunity to succeed.

Our center utilizes a play-based (Emergent) curriculum that allows each child to choose activities that interest them in a thoughtfully designed environment. This approach encourages independence, responsibility, and self-worth. The program includes both child-initiated and adult-supported activities, incorporating indoor and outdoor play, active and quiet time, all tailored to the individual needs of the children. Our educators observe and document children's interests and developmental progress, ensuring that our curriculum evolves to meet their changing needs.

Our future decisions at Kinder College will be guided by four essential principles that support the growth and flourishing of every child: Belonging, Well-Being, Engagement, and Expression.

- **Belonging:** Belonging is about feeling connected to others, being valued, forming meaningful relationships, and making contributions within a group, community, or the broader world. At Kinder College, we aim to create an environment where every child feels they belong.

- **Well-Being:** Well-being encompasses both physical and mental health. It involves nurturing a child's independence, self-awareness, and ability to regulate their emotions. We are committed to supporting the overall well-being of every child in our care, ensuring they have the foundation to thrive.
- **Engagement:** Engagement is a state of being deeply involved and focused. When children are encouraged to explore their surroundings with curiosity and enthusiasm, they become fully engaged. Through play and inquiry, children develop critical skills such as problem-solving, creative thinking, and innovation, which are vital for lifelong learning and success.
- **Expression:** Expression, or communication, involves both listening and being heard. It encompasses a variety of forms, allowing children to express their thoughts, feelings, and ideas in increasingly complex ways. We provide rich opportunities for children to explore different materials, fostering creativity, problem-solving, and the development of language and literacy skills.

At Kinder College, we recognize that children's learning and development are enriched by strong, supportive relationships. These relationships—among families, educators, the environment, and pedagogical leaders—play a crucial role in a child's growth.

- **Families:** Families are the primary experts on their children, bringing valuable perspectives shaped by diverse social, cultural, and linguistic backgrounds. We ensure that families feel welcomed, valued, and actively engaged in their child's learning journey. Our program fosters ongoing communication and collaboration with parents, building a positive and inclusive community.
- **Educators:** Our educators are knowledgeable, caring professionals who are committed to lifelong learning. They bring a wealth of experience and diverse perspectives to their work. Educators collaborate to create engaging environments that support children's learning and development. They integrate knowledge from theory, research, and their own experiences to meet the unique needs of each child. We ensure that educators feel they belong, are valued, and have the opportunity to engage in meaningful work and professional development.
- **The Environment:** Often referred to as the "third teacher," the environment is a crucial element that supports and enhances children's learning. At Kinder College, we design indoor and outdoor spaces that encourage

exploration, creativity, and problem-solving. These environments are filled with open-ended materials that children can use in multiple ways, fostering their autonomy and reducing challenging behaviors. Our goal is to create positive learning environments where every child's development is supported.

- **Pedagogical Leaders:** Pedagogical leaders at Kinder College are experienced, capable, and deeply committed to ensuring the highest quality of care and education. While their primary responsibility is to maintain the health, safety, nutrition, and well-being of the children, they also play a crucial role in supporting educators in their pedagogical practices. These leaders work alongside educators, guiding and studying the teaching and learning processes. They foster a culture of curiosity, openness, and trust, focusing on how learning occurs for both children and adults. Instead of providing direct answers, pedagogical leaders help educators make connections, interpret their experiences, and reflect on their practices. By encouraging continuous reflection and collaborative inquiry, they enhance the quality of experiences in our programs. We also prioritize professional development, actively seeking opportunities for educators to grow and learn. Through this approach, we aim to create an optimal learning environment for all children, supported by a team of reflective and engaged educators.

Support Positive and Responsive Interactions Among the Children, Parents, Child-Care Providers, and Staff

At Kinder College, we prioritize fostering positive and responsive interactions between children, parents, child-care providers, and staff.

- **Open Door Policy:** We maintain an open door policy with parents. Each day, our staff greet families and children upon arrival and share relevant information about the child through verbal or written communication. Communication with parents is facilitated through phone calls, emails, the Tadpole app, and monthly calendars. Teachers are available for Parent/Teacher meetings whenever the needs of the child or parent arise. Additionally, classroom activities are documented and displayed for families to view.
- **Inclusive and Positive Interactions:** Our staff are committed to practicing and promoting inclusive and positive interactions. We cultivate an atmosphere of inclusion, cooperation, sharing, and kindness. This behavior is consistently modeled by our Registered Early Childhood Educators (RECEs) in their interactions with colleagues, children, and families.

- **Encouraging Independence:** We view each child as capable and encourage independence, offering assistance from RECEs as needed. Our staff challenge children to develop new and stronger skills, fostering their growth. Children are also encouraged to be helpful to one another, promoting a collaborative and supportive environment.
- **Behavior Guidance:** All staff adhere to the guidelines set by the Child Care and Early Years Act (CCEYA) for behavior guidance. We use positive language in all interactions with children and adults, guiding behavior through questions and encouragement. RECEs strictly avoid prohibited practices, such as corporal punishment, verbal degradation, confinement, or deprivation of basic needs (including food, clothing, or bedding). Each staff member reviews and signs off on the center's policies and procedures before beginning their supervision duties in the classroom.

Encourage Positive Interaction and Communication, and Support Self-Regulation

Our educators model positive language and behavior at all times when engaging with children and adults. We are dedicated to helping children develop strong communication and problem-solving skills in their daily interactions.

To foster self-regulation, we create an environment where every child feels safe and supported. We encourage children to explore a variety of ways to express their emotions. Our approach includes teaching children to recognize their emotions and guiding them in discovering effective strategies for coping when needed.

Foster Children's Exploration, Play, and Inquiry

Children express their interests in various ways within the classroom. To identify these interests, our Registered Early Childhood Educators (RECEs) observe, listen, discuss, and document interactions. By implementing the Four Foundations of "How Does Learning Happen?"—Belonging, Well-Being, Engagement, and Expression—educators create an environment that encourages children to explore topics of interest and the world around them. Through play-based learning, children develop the skills necessary to expand their abilities, deepen their knowledge, and nurture their natural curiosity and understanding of the world.

Provide Child-Initiated and Adult-Supported Experiences

Our Registered Early Childhood Educators (RECEs) follow the child's lead in interactions, creating an environment rich with opportunities for exploration. By reflecting on documented observations, we identify each child's current interests, which guide us in selecting materials and offering opportunities that support all areas of their development. While we consider the needs of the group, we always take individual needs into account. The environment is then tailored to encourage children to challenge their abilities, expand their interests, and develop meaningful relationships.

Plan and Create Positive Learning Environments and Experiences

Through regular observations of children's activities and interactions, we design programs that stimulate their interests and support their development. We offer a variety of activities, both active and quiet, tailored to meet the needs of each child, regardless of their developmental level. As children's interests and developmental needs evolve, we adjust our environment and program to continue fostering their growth.

Incorporate Indoor and Outdoor Play, Active Play, Rest, and Quiet Time

In setting our program, we adhere to the guidelines of the Child Care and Early Years Act (CCEYA). We strive to provide equal opportunities for all children to engage in both active and quiet time that meets their individual needs. Weather permitting, we utilize the playground for two hours each day. Additionally, we provide a two-hour nap time after the midday meal, with adjustments made based on the specific needs of each child, particularly in our infant program.

Foster Engagement and Ongoing Communication with Parents

To enhance communication and engagement with parents, the Centre has adopted the Tadpoles App. This tool allows educators to correspond with parents daily by sending photos, documentation, and updates electronically, keeping parents informed and involved in their child's experience.

Involve Local Community Partners to Support Children, Families, and Staff

Kinder College ELC maintains partnerships with several Ontario Early Childhood Education Diploma programs. Through these partnerships, we offer student placements, allowing us to support future Early Childhood Educators by sharing our experience and knowledge as they prepare for their new careers. These placements also provide children with new learning experiences and opportunities to engage with enthusiastic students.

Support Staff, Home Child Care Providers, and Others in Continuous Professional Learning

Kinder College ELC is dedicated to the ongoing professional development of all staff and those who interact with children at our center or home child care premises. We make our classrooms and facilities available to employees from local child care centers, fostering a collaborative learning environment.

All KCELC staff participate in mandatory training as required by the Child Care & Early Years Act, 2014, the Occupational Health and Safety Act, the Accessibility for Ontarians with Disabilities Act, and the City of Toronto, including Standard First Aid & CPR Certification.

Additionally, staff engage in both in-house and off-site position-specific training to support their professional learning and development. This ensures they maintain a strong understanding of current policies, procedures, and research. Registered Early Childhood Educators (RECEs) are also required to meet the Standards of Practice and Continuous Professional Learning requirements set by the College of Early Childhood Educators (CECE).

Document and Review the Impact of Program Strategies on Children and Their Families

To continually evaluate our program and its effects on children and their families, we utilize a combination of documentation, reflection, and formal assessments such as the ITERS-R (Infant and Toddler Environmental Rating Scale – Revised) and ECERS-R (Early Childhood Environmental Rating Scale – Revised).

All staff, students, and volunteers are required to read this Program Statement and sign off on it before interacting with the children, whenever the statement is updated, and on an annual basis. The Supervisor conducts a yearly review of the statement to ensure its relevance and effectiveness.

Each program within KCELC maintains a binder that includes observations, plans, and documentation to enhance understanding. This documentation is shared with families to keep them informed and involved in their child's development.

Parent Involvement

Parents are welcome at the center at any time during their child's transition week. Your presence and involvement during this first week help your child feel secure and comfortable in the new environment, while also giving you the opportunity to get to know your child's teachers and the classroom routines.

After the transition week, parents are encouraged to become involved in the center by volunteering for field trips, participating in bake sales, or donating old or unwanted toys, clothes, and other items. Please note that, as of September 1, 2011, all parents who wish to attend field trips are required to obtain a criminal reference/vulnerable sector check. For more information about volunteering at Kinder College, please refer to Section 9 of this manual, "Other Useful Information."

Personnel Standards

All staff members undergo a criminal reference check and health assessments as part of our commitment to ensuring the safety and well-being of all children at Kinder College Learning Centre. These precautionary measures are designed to identify and screen out potentially unsuitable employees or volunteers, ensuring that we recruit the best possible candidates. The criminal reference check (CRC) is a critical component of our effective screening process and helps ensure that our center fulfills its legal, ethical, and moral responsibilities to the families we serve.

Volunteers and placement students participating in our program are also required to complete criminal reference checks and health assessments. It is important to note that all volunteers and students will not have unsupervised access to children at any time.

1. Enrollment Policies and Procedures

Hours of Operation

The hours of operations are from 7:00am – 6:00pm.

CWELCC Program Enrollment

In March 2022, Ontario signed a historic agreement with the federal government aimed at lowering licensed child care fees to an average of \$10 per day by the end of the 2025-26 fiscal year. As a first step, families will experience an average 25% reduction in their fees, retroactive to April 1, 2022, with a further reduction to 52.75% as of January 1, 2023.

Tuition Rates

Full-Time Tuition Rates

Program	Monthly Fee	After CWELCC 52.75 Reduction	Daily Fee	After CWELCC 52.75 Reduction
Infant (birth to 18 months)	\$2,405.82	\$1,136.75	\$110.19	\$52.06
Toddler (18 to 30 months)	\$2,015.44	\$952.44	\$92.31	\$43.62
Preschool (30 months to 4 years)	\$1,623.53	\$767.12	\$74.36	\$35.14

Part-Time Tuition Rates

Schedule	Rate
4 Days per Week	80% of Monthly Tuition
3 Days per Week	60% of Monthly Tuition
2 Days per Week	40% of Monthly Tuition

Deposit

A deposit of \$570 is required upon acceptance of a space for your child. This deposit will be refunded when your child leaves the center, provided all conditions are met. All registration forms must be completed before your child starts the program. These forms can be obtained from the supervisor. Please note that the deposit will be forfeited if a child is withdrawn from the center without providing six weeks' notice.

Description	Amount
Security Deposit	\$500
Access Key	\$70
Total	\$570

Each family will receive two sets of FOB access keys.

Fee Payment

Monthly fees for your child's care are due on the first day of each month. All payments are to be made through direct payment. Invoices will only be issued for late payments. Please note that E-Transfer payments will incur a \$10 administrative fee per transaction.

Late Fees and Overdue fees

A late fee of 15% per week will be charged on all overdue fees. These late fees will accumulate each week that the balance remains unpaid. If fees are outstanding for one week, child care services will be suspended until all outstanding fees are paid. If fees remain unpaid for two weeks, you will be contacted by the Supervisor, who will advise you of your outstanding balance and the steps needed to bring your account into good standing.

Sibling Discounts

With the implementation of the CWELCC program, sibling discounts will no longer be available.

“Non Sufficient Funds” Cheques

If a payment is returned due to non-sufficient funds (NSF), you will be responsible for reimbursing the center for the bank's service charge of \$25.00.

Transition Policy

Our goal at Kinder College Child Care is to ensure a smooth and positive transition for every child starting in our program. To achieve this, we ask parents to follow our 5-day transition schedule. While we have a formal schedule in place, the first week is generally dedicated to helping your child adjust to their new environment.

On the first day, you and your child will come in together during our morning curriculum time. As the week progresses, the duration of your child's stay will gradually increase. At the teacher's discretion, you may be asked to step out of the room to allow your child to become acquainted with the environment on their own.

This transition period allows your child to explore their new surroundings with the comfort of having you nearby. It also provides an opportunity for teachers and parents to exchange information and build a relationship.

If your child is still not comfortable in the program after the transition week, our teachers, supervisors, and parents will work together to ease the process. Our

goal is to make every child's transition to their new social setting as positive as possible. This transition schedule is typically discussed and set during the enrollment process.

Statutory Holidays

The center is closed on the following statutory holidays, with regular daily fees still applying:

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

*On New Year's Eve, Kinder College closes at 3:00 pm.

**On Christmas Eve, Kinder College closes at 2:00 pm.

Notice of Withdrawal

Parents are required to notify the supervisor at least six weeks before the final date of their child's attendance at the center. Failure to provide this notice will result in the forfeiture of the deposit.

The center reserves the right to request that parents seek alternative care arrangements if the safety and well-being of other children or staff are at risk, and all reasonable efforts, including seeking outside counseling, have been made to accommodate your child's needs.

Wait List Policy

Kinder College does not charge a fee to be placed on our waiting list. Priority enrollment is given first to children with siblings currently enrolled at our school, followed by families affiliated with one of our corporate partners, and then to the remaining families on our waiting list.

The waiting list will be managed in a way that protects the privacy and confidentiality of the children listed, while still allowing families to ascertain their child's position on the list as needed.

Extended Absence Policy

If your child experiences an extended illness or needs to take leave for other reasons, please discuss arrangements with the Supervisor to reserve your child's space in the center.

Emergency Closure Policy

Kinder College Early Learning Centre is committed to keeping our programs open on all scheduled days. However, we recognize that emergencies beyond our control, such as the breakdown of essential services (hydro, heat, and/or water) or severe weather, may necessitate closures.

The safety of all students and staff is our top priority when making decisions about full-day closures or early closures due to emergency conditions.

In the event that KCELC needs to close the center due to an emergency, staff will contact families by phone or email to arrange an early pick-up. If KCELC is unable to open the program in the morning, a notification will be sent to parents via email. On severe weather days, we ask that parents call the center to confirm that KCELC is open.

Unforeseen Closures:

The Centre may be required to close unexpectedly for health or safety reasons, such as an illness outbreak, fire, flood, or other emergencies.

Early Closures Due to Severe Weather:

If the Ministry of Education or Toronto Public Health determines that schools must close early due to severe weather conditions, the Centre will notify parents to make arrangements for an earlier-than-usual pick-up of their child(ren).

General Guidelines for Centre Closures:

In the event of any of the above circumstances, if the closure of the childcare centre is expected to exceed five working days, every effort will be made to relocate the centre to an alternate suitable location, subject to approval from the Ministry of Education and the local municipal government.

Unless otherwise specified, fees will not be refunded due to centre closures resulting from circumstances beyond the Centre's control.

Customer Complaint & Concerns Policy

Purpose

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

General Guidelines

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

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

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

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

Investigations of issues and concerns will be conducted fairly, impartially, and with respect for all parties involved.

Confidentiality

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

Conduct

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

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

Concerns about 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, they will be advised to contact the local Children's Aid Society (CAS) directly.

Individuals who become aware of such concerns are also responsible for reporting this information to CAS, as required under the "Duty to Report" provision of the Child and Family Services Act.

For more information, visit [Ontario Children's Aid Society - Reporting Abuse](#).

Escalation of Issues or Concerns

If parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the matter verbally or in writing to the Director.

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

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

Contacts

- **Charie Sanchez Sidhu, Supervisor of Kinder College:** 416-249-9881 ext 203 or charie@kindercollege.ca
- **Toronto Public Health:** 416-338-7600
- **Toronto Police Services:** 416-808-2222
- **Ministry of Labour:** 1-877-202-0008
- **Ministry of Education, Licensed Child Care Help Desk:** 1-877-510-5333 or childcare_ontario@ontario.ca

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <input type="checkbox"/> the classroom staff directly <p>or</p> <ul style="list-style-type: none"> <input type="checkbox"/> the supervisor or director. 	<ul style="list-style-type: none"> <input type="checkbox"/> Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> <input type="checkbox"/> arrange for a meeting with the parent/guardian within 1 business day. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the date and time the issue/concern was received; <input type="checkbox"/> the name of the person who received the issue/concern;
<p>General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <input type="checkbox"/> the supervisor or director. 	<ul style="list-style-type: none"> <input type="checkbox"/> the name of the person reporting the issue/concern; <input type="checkbox"/> the details of the issue/concern; and <input type="checkbox"/> any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <input type="checkbox"/> the individual directly <p>or</p> <ul style="list-style-type: none"> <input type="checkbox"/> the supervisor or director. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 1 business day or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <input type="checkbox"/> the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> <input type="checkbox"/> the supervisor and/or director. <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	

2. Program Related Information

Program Philosophy

At Kinder College, our goal is to provide a stimulating program that fosters the emotional, social, intellectual, creative, and physical development of each child.

We offer children the opportunity to engage in self-chosen tasks within an environment specifically designed to meet their needs. Through this, and with the support of daily routines, we aim to instill a sense of independence, responsibility, and self-worth in every child.

Each child is a unique individual whose personality and abilities should be respected and encouraged. We foster this individuality by maintaining an inclusive, anti-bias environment. Various role models are introduced to the children through literature, creative arts, dramatic play, music, and more. Affection is a core component of our program, and we hope each child learns to give, share, and receive it. It is important for all children to recognize, accept, and express their emotions.

We encourage children to verbalize their frustrations rather than resort to physical actions. Our staff provides the language, support, and framework necessary for children to resolve disputes through peacemaking efforts and logical consequences.

Kinder College strives to create an environment where learning is an enjoyable and rewarding experience, enabling children to develop their potential at their own pace. We believe that children must first develop a love of learning in order to build confidence in their abilities.

Programs

New evidence from neuroscience shows that early development from conception to age six, particularly the first three years, lays the foundation for learning, behavior, and health throughout life.

Recognizing the uniqueness of each child, we offer a wide variety of developmentally appropriate activities that promote motor, cognitive, social, and language development.

We provide three programs:

- **Infants (5 months to 17 months)**
- **Toddlers (18 months to 29 months)**
- **Preschool (30 months to 5 years)**

Curriculum/Programming

Our curriculum is designed to promote the development of gross and fine motor skills, language, cognitive abilities, science, math, and social and emotional growth. Activities are based on the children's interests as observed by teachers. Weekly plans are posted on the bulletin board for parents to view.

Developmental Assessments

Developmental assessments (DA's) are conducted semi-annually by the teacher assigned to your child. These assessments help identify strengths and areas for improvement, enabling teachers and parents to plan appropriate strategies. At Kinder College, we believe that developmental assessments are crucial for providing high-quality childcare.

Typical Classroom Schedules

Infant Program

- 7:00 am: Centre Opens
- 7:00-8:30 am: Free Play and Morning Curriculum
- 7:45-8:30 am: Breakfast
- 8:30-9:00 am: Washroom Routine and Preparation for Outside
- 9:00-10:00 am: Outdoor Walk
- 10:00-10:45 am: Indoor Morning Curriculum
- 10:45-11:00 am: Circle/Group Time
- 11:00-11:45 am: Lunch
- 11:45 am-1:45 pm: Washroom Routine, Bottles, and Rest Period
- 2:00-2:30 pm: Washroom Routine and Preparation for Afternoon Walk
- 2:30-3:30 pm: Afternoon Walk
- 3:30-3:45 pm: Washroom Routine and Handwashing
- 3:45-4:30 pm: Afternoon Snack
- 4:15-5:15 pm: Afternoon Indoor Curriculum
- 5:15-5:30 pm: Washroom Routine
- 5:00-6:00 pm: Free Play and Pick-Up
- 6:00 pm: Centre Closed

Toddler Program

- 7:00 am: Centre Opens
- 7:00-8:30 am: Free Play and Morning Curriculum
- 7:45-8:30 am: Breakfast
- 8:30-9:00 am: Washroom Routine
- 9:00-10:00 am: Outdoor Gross Motor Play
- 10:00-10:45 am: Indoor Morning Curriculum
- 10:45-11:00 am: Circle/Group Time
- 11:00-11:45 am: Lunch
- 11:45 am-12:15 pm: Washroom Routine and Story Time
- 12:15-2:15 pm: Rest Period
- 2:15-2:45 pm: Wake Up and Washroom Routine
- 2:45-3:45 pm: Afternoon Outdoor Gross Motor Play
- 3:45-4:30 pm: Afternoon Snack
- 4:30-5:15 pm: Afternoon Indoor Curriculum
- 5:00-6:00 pm: Free Play and Pick-Up
- 6:00 pm: Centre Closed

Preschool Program

- 7:00 am: Centre Opens
- 7:00-10:00 am: Morning Curriculum
- 8:00-9:00 am: Breakfast
- 10:00-10:30 am: Circle/Group Time
- 10:30-10:45 am: Washroom Routine and Preparation for Outside
- 10:45-11:45 am: Outdoor Gross Motor Play
- 11:45 am-12:30 pm: Handwashing and Lunch
- 12:15-12:30 pm: Washroom Routine and Story Time
- 12:30-2:30 pm: Rest Period
- 1:30-2:30 pm: Quiet Activity Centers Open
- 2:30-3:00 pm: Wake Up and Washroom Routine
- 3:00-3:45 pm: Afternoon Snack and Handwashing

- 3:30-4:30 pm: Afternoon Curriculum
- 4:30-5:30 pm: Afternoon Outdoor Gross Motor Play
- 5:00-6:00 pm: Free Play and Pick-Up
- 6:00 pm: Centre Closed

Outdoor Play Policy

At Kinder College Early Learning Centre, we recognize the importance of outdoor play for children's physical, emotional, and social development. As part of our commitment to providing a high-quality child care experience, we ensure that all children participate in outdoor play each day, in line with provincial regulations.

Outdoor Play Requirements

- **Daily Outdoor Play:** All children in care for **six or more hours per day** are required to participate in **at least two hours of outdoor play**, weather permitting. This time is typically split between the morning and afternoon. (If temperatures fall below -15°C (with or without wind chill; -12°C for infants) or if there is a heat advisory, outdoor play will be canceled. If temperatures are between -10°C and -15°C (or -10°C and -12°C for infants), outdoor time will be limited to 30 minutes per session.)
- **Weather Considerations:** Outdoor play will take place unless extreme weather conditions (e.g., heavy rain, severe cold, or extreme heat) pose a safety risk. During such conditions, outdoor play will be adjusted or moved indoors.

Medical Exemptions

- In accordance with Ontario's **Child Care and Early Years Act**, children can only be exempted from outdoor play for **medical reasons**. To accommodate such exemptions, parents must provide written documentation from a **licensed physician**, outlining the medical reasons why their child cannot participate in outdoor activities.
- A formal **Medical Plan** will be developed for the child, outlining alternative indoor activities, where applicable.
- Exceptions to outdoor play without a physician's note are not possible due to staffing limitations, as we are required to maintain appropriate staff-to-child ratios both indoors and outdoors.

Activities Off-Premises

Infants will go on daily walks outside the premises, with the route posted on our bulletin board. This route remains constant, with occasional adjustments for safety or temporary obstructions. The infant program will not participate in outdoor activities if the temperature is below -11°C or if a heat advisory is in effect. The preschool and toddler programs will not participate in outdoor activities if the temperature is below -15°C or if a heat advisory is in effect. If temperatures are between -10°C and -15°C (or -10°C and -12°C for infants), outdoor time will be limited to 30 minutes per session.

Communication Board

Parents are encouraged to review the Classroom Communication Board. This board provides parents with centre announcements, programming schedules, and menus.

Behavior Guidance Policy

Behavior guidance should promote children's autonomy, cooperation, and the reinforcement of limits.

Procedures:

- Schedules and routines are designed to meet children's needs and help them understand time.
- Physical spaces are organized to clearly define permissible activities.
- Play materials and activities are set up to engage children's interest and participation.
- Staff interact directly with the children as much as possible.
- Opportunities are provided for children to help, take turns, solve problems, and work in groups.
- Children's independence is supported in daily routines and activities such as toileting, eating, picking up toys, washing tables, and dressing.
- Children are encouraged to solve problems by identifying them, considering alternatives, and making decisions, with staff involvement as needed.
- Expectations for children are embedded in the environment and routines. Staff anticipate potential problems and intervene before they occur.
- Staff are consistent in following through when limitations are not met, using positive redirection and reinforcement to guide behavior.
- Time-out, threats, or corporal punishment are never used.

Behavior Guidance Monitoring

Behavior guidance policy is reviewed annually by all staff. The supervisor observes classrooms daily to ensure that teachers are using acceptable behavior guidance practices. Additionally, the supervisor conducts quarterly in-depth observations of behavior guidance. If discrepancies are observed, the supervisor will discuss the incident with the teacher, helping to identify the issue and provide more effective strategies. A note is added to the report to monitor any recurring issues.

Aggressive Behavior Policy

Children may occasionally exhibit aggressive behaviors directed toward other children or staff, such as hitting, pushing, or other forceful actions. Our goal is to provide a safe environment through a consistent approach to addressing aggressive behavior. Parents will be kept informed of all incidents.

Reoccurring or Pattern of Aggressive Behavior

If a pattern of aggressive behavior emerges, the Site Supervisor will meet with the parents to discuss strategies, and outside resources may be called upon for additional support. If the behavior persists, the Site Supervisor, in consultation with the parents and Director, will determine if the centre can continue to meet the child's needs. If it is determined that the child cannot be adequately supported, the parents will be instructed to withdraw the child.

Child Abuse Policy

Kinder College is dedicated to the prevention of child abuse. If any staff member or volunteer suspects that a child has been maltreated or is at risk of maltreatment, they are required to immediately inform the supervisor and contact the Children's Aid Society. If the child has sustained injuries, immediate medical attention should be sought.

3. Safe Arrival and Dismissal Policy

Purpose:

To ensure the safety and well-being of all children enrolled at Kinder College Early Learning Centre by establishing a clear procedure for confirming the safe arrival and departure of each child. This policy is aligned with Ontario's new regulatory requirements effective January 1, 2024.

1. Safe Arrival Procedures

Attendance Recording:

- HiMama App: All children's attendance will be recorded using the HiMama app. Staff are responsible for ensuring that children are signed in upon arrival and signed out upon departure.

Absence Follow-Up:

- Flexible Drop-Off Time: While we offer flexible drop-off times, we encourage all families to arrive by 9:00 a.m. If your child has not arrived by 10:00 a.m. and we have not received prior notice of their absence, our staff will attempt to contact you to confirm your child's safety.
- Contact Protocol:
 - 10:00 a.m.: The first contact attempt will be made at 10:00 a.m. through the HiMama app.
 - 10:15 a.m.: If there is no response by 10:15 a.m., a follow-up phone call will be made, and if necessary, an email will be sent.
 - 11:00 a.m.: If no response is received by 11:00 a.m., the Supervisor will initiate the no-response protocol, which may involve contacting emergency contacts or notifying local authorities if necessary.

Parent/Guardian Notification:

- Parents are encouraged to notify the center as soon as possible if their child will be absent. Notifications can be sent through the HiMama app, via email, or by phone.

2. Safe Dismissal Procedures

Dismissal Process:

- Sign-Out Requirements: Parents or authorized guardians must sign out their child using the HiMama app before leaving the premises.
- Pick-Up Time: Children must be picked up no later than 6:00 p.m., and parents should sign the sign-out form upon arrival. If you plan to pick up your child earlier or later than usual, please notify the staff.
- Responsibility Upon Arrival: Once you arrive at the center at the end of the day, you are responsible for your child, including any necessary toileting or diaper changes. We have found that children often do not respond as well to teachers once a parent has arrived.
- Verification of Identity: Staff will verify the identity of the person picking up the child, especially if they are not the usual caregiver. Photo ID may be required for individuals who are not recognized by staff.

- Alternate Pick-Up Arrangements: If someone other than the usual caregiver will be picking up the child, parents must notify the center in advance through the HiMama app or by contacting the Supervisor directly.
- Telephone Changes to Departure Information: If a parent/guardian telephones to change the departure information, the details will be recorded in the telephone message book and relayed to the appropriate classroom. Verbal changes to the arrival or departure routine may be subject to a callback to the parent to verify the information.

3. Authorized and Unauthorized Pick-Ups

Authorized Pick-Ups:

- Pre-Authorized Persons: A pre-authorized person must be 12 years of age or older. In addition to parents/guardians, any pre-authorized person must be listed on the registration form.
- Court Orders/Written Agreements: A copy of the court order or written agreement permitting the release of the child to another person must be on file.
- Verbal Authorization: If pre-authorization is given verbally by a parent/guardian, the named person must show identification at pick-up. Verbal changes to the departure routine may be subject to a callback to verify the information.

Unauthorized Pick-Ups:

- Procedure: Staff cannot allow a child to leave the center with an unauthorized person. If an unauthorized person arrives to pick up a child, the daycare staff will follow this procedure:
 - The unauthorized person will be informed that they do not have permission to pick up the child, and their ID will be checked.
 - Staff will check with the Site Supervisor for any changes in pick-up authorization.

4. Roles and Responsibilities

Teachers:

- Implement daily attendance using the HiMama app.
- Monitor for any unrecorded absences and inform the Supervisor promptly.

Supervisor:

- Responsible for contacting parents/guardians when a child is absent without prior notice.
- Ensures all safe arrival and dismissal procedures are followed.
- Escalates the situation according to the no-response protocol if parents/guardians are unreachable.

5. Policy Review and Updates

This policy will be reviewed annually or as needed to ensure compliance with current regulations and best practices. Any updates will be communicated to all staff and parents through the HiMama app and via email.

Change of Telephone Number or Other Pertinent Information

It is extremely important that the daycare be notified of any changes in address, phone numbers, or physician information as soon as possible. This ensures that staff can reach you in case of an emergency.

Late Fee Policy

Children should be picked up no later than 6:00 pm. Parents who are late will be charged a late fee of \$10.00 for the first 5 minutes and \$10.00 for each additional five-minute segment or part thereof. Late fees are to be paid to the staff on duty when the child is picked up. If a child is not picked up, the "Emergency Procedure" will be followed.

Emergency Procedure for Late Pick-Up

If a child is not picked up by 6:00 pm and the parent has not contacted the centre, the staff on duty will follow these procedures:

1. Check the answering machine for any relevant messages.
2. Attempt to reach the parents at all work and home numbers listed in the child's file.
3. If the parents cannot be reached, try again at 6:15 pm.
4. Contact the Emergency Contact person listed in the file.
5. If unable to reach a contact person, the staff member must notify the Site Supervisor.
6. The Emergency Contact and authorized pick-up persons named in the file are the only individuals (other than the parent, police, or Children's Aid Society) to whom staff can legally release the child without explicit instructions from the parent.

7. If the child is not picked up and no contact has been made by 6:30 pm, staff will call the Children's Aid Society and notify the police.
8. Late charges will apply.

Visitation Policy

Kinder College is committed to providing children with a safe and secure environment. While we encourage parents to help their children integrate into the program and to join us on special occasions, our top priority is always the best interests of the child. Parents with restricted access are prohibited from using the daycare for visitation. Any deviation from this policy must be discussed with the custodial parent, site supervisor, and must be in the best interest of the child.

Security of the Centre

At Kinder College, we prioritize the security of your child. Our centre implements strict attendance safety policies and is equipped with a security system. The centre will be locked down from 9:00 am to 5:00 pm to prevent unauthorized visitors from entering the children's area.

Additionally, we provide a live video feed of the classrooms available on the internet for our parents, offering extra security and peace of mind. More details about the online video system will be provided later in this handbook.

4. Health Policies

Children's Health Policy

At Kinder College, we prioritize protecting children from exposure to disease. If a child is experiencing a high fever, vomiting, diarrhea, or other infectious symptoms, they will be removed from the group, and parents will be contacted immediately.

Due to our sick child policy, children cannot return to childcare until they have been fever, diarrhea, and vomit-free for at least 24 hours.

Our primary responsibility is the overall well-being and safety of the group. While we understand that many children may attend daycare with minor colds, the following procedures are designed to minimize the spread of flu and infections throughout the centre.

Parents are asked to inform the daycare if their child has been diagnosed with a communicable disease. The daycare is required to report this information to Toronto Public Health immediately.

Sick Child Policy

Children will inevitably get sick, and even with strict adherence to hygienic practices and universal precautions, the spread of germs, particularly airborne infections, cannot be entirely eliminated in group settings. Children who are ill cannot attend childcare programs if their well-being or that of other children is compromised.

Parents should make alternative care arrangements and seek medical attention for the following conditions:

- Unexplained or undiagnosed pain
- Acute cold with fever, runny nose and eyes, coughing, and sore throat
- Difficulty breathing
- Fever over 38°C accompanied by general symptoms such as listlessness
- Sore throat and difficulty swallowing
- Undiagnosed skin or eye rash
- Headache and stiff neck
- Unexplained vomiting
- Unknown eye discharge
- Unexplained diarrhea or loose stool combined with vomiting and abdominal cramps
- Severe itching of the body and scalp
- Known or suspected communicable diseases
- Illness that prevents the child from participating in activities
- Requires more care than the staff can provide without compromising supervision ratios
- Unusual behavior

Children with some symptoms of illness may continue to attend the childcare program with a doctor's note under certain circumstances, such as:

- Minor upper respiratory infections without a fever
- Taking antibiotics but no fever or other symptoms of illness
- Chronic symptoms diagnosed as non-infectious (e.g., low-grade fever, cough)

Daily Health Observations

Teachers conduct daily health observations of each child upon arrival before the child begins to associate with others, in order to detect possible symptoms of illness. If a child appears to be ill and unable to participate in the program, they will be isolated to prevent the spread of germs.

Communicable Diseases

When a child is diagnosed with a communicable disease (e.g., chickenpox), the childcare program will notify the local public health unit as soon as possible and inform the families of other children in the program.

Childcare centers will provide parents with information from local public health authorities on the incubation and isolation periods of various communicable diseases. The Canadian Pediatric Society's publication "Well Beings" includes fact sheets describing symptoms and treatments for communicable diseases, which can be made available to parents. Further information is available in the Resource section.

Sick Child at the Centre

If a child develops any of the symptoms listed above while at the centre, they will be separated from the other children, and the symptoms will be noted in the daily log book. A Sick Child form will be completed.

- **Infants and Toddlers:** If a child has 2 episodes of diarrhea OR 2 episodes of vomiting, parents will be contacted, and the child must be picked up.
- **Preschoolers:** If a child has 2 episodes of diarrhea AND/OR 2 episodes of vomiting, parents will be contacted, and the child must be picked up.

Any child sent home due to diarrhea AND/OR vomiting must not return until they have been free from these symptoms for at least 24 hours.

Parents will also be called if any child (infant, toddler, preschool) has a fever of 38°C or higher. The child must be picked up immediately and cannot return to the centre until they have been fever-free for at least 24 hours.

Procedures:

- The child is separated from others in the designated sick child area (supervisor's office).
- Record the incident in the daily log book and complete a Sick Child form.
- The supervisor will arrange for the child to be picked up by their parents.

- In case of an emergency, contact the emergency department and the parents.
- Ensure at least one staff member is always with the child.
- If the illness is unexplained or unexpected, the Site Supervisor must fill out a serious occurrence form and inform the Director within 12 hours.

General Illness

Parents must notify the centre if a child will be absent for one or more days. If your child is sick, please inform the centre of the symptoms so staff can monitor other children for similar signs.

Doctor's Note

A doctor's note is required when your child returns to daycare after:

- A 2-week absence due to illness
- A communicable disease
- Diarrhea lasting 3 days
- Suspected pink eye
- Unknown rashes, spots, or skin irritations

Immunization

All children and staff at the centre must have up-to-date immunization records. Children may be exempt from immunization if it conflicts with their religious or cultural values. In such cases, parents must provide a written statement upon enrollment. Children without proper immunization records or a written exemption statement cannot be enrolled in the program.

Health Alert Reports

To keep parents informed about illnesses, rashes, lice, etc., in their child's classroom, Health Reports are posted outside classrooms. These reports include the illness, date reported, affected room, and the number of children affected.

Medication Policy

Kinder College ensures that any recommendations or instructions from a medical officer of health regarding the health or well-being of a child enrolled in the daycare are followed by the staff.

Prescription Medication can only be administered to a child if the following criteria are met:

- The parent provides written authorization using the Medication Authorization Form.
- The authorization includes a schedule specifying the times and dosages.
- A written procedure is provided by a legally qualified medical practitioner or registered nurse.
- The medication is administered from the original container as supplied by a pharmacist, clearly labeled with the child's name, medication name, dosage, date of purchase, and storage instructions.

Non-Prescription Medication can only be administered under the following conditions:

- The parent provides written authorization using the Medication Authorization Form.
- The medication is stored according to the label's instructions.
- The medication is administered from the original package, clearly labeled with the child's name and storage instructions.

Teachers are not qualified to assess medical conditions and follow guidelines set by the Ministry of Education and Toronto Health Department. Medications that mask symptoms, such as cough medicines and Tylenol, will not be administered without a doctor's note, as they may obscure symptoms and unnecessarily expose others to illness.

Medication Administration Procedure:

1. Two staff members are required to administer the medication. The second staff member must not be teaching in the same room to ensure adequate monitoring.
2. Teacher 1 reads the medication instructions aloud to the second staff member.
3. Teacher 1 measures and verifies the medication.
4. Teacher 2 confirms the measurement.
5. Teacher 1 administers the medication.
6. Both staff members sign and date the child's Medication Administration Sheet.

Storage of Medication:

- All medications must be stored according to the label's instructions and kept out of reach of children.
- Medications requiring cool storage will be kept in a locked container in the refrigerator.
- Asthma inhalers and Epi-pens will not be locked up and will be kept on the child or available in the classroom.
- With written permission from the parent and in consultation with the family physician, a child may carry their own medication.

Reportable Diseases

The coordinator or designate must report all communicable diseases to the local public health department under the Ontario Health Protection and Promotion Act.

Specific Guidelines for Common Infectious Ailments:

- **Conjunctivitis ("Pink Eye"):** The child will be removed from the program if there is discharge, and the parent will be contacted. The child may return once prescribed medication has been administered.
- **Head Lice ("Nits"):** The child will be removed from the program, and the parent will be contacted. The child may return once treatment has been completed, and all signs of lice are gone. A staff member will inspect the child upon arrival to ensure treatment has been effective.
- **Chickenpox:** The child will be removed from the program, and the parent will be contacted. A physician's letter stating that the child is well enough to participate is required for the child to return. The centre must notify public health.

Outbreak Management Plan

An outbreak is defined as two or more cases of enteric illness (symptoms include stomach pain, nausea, and vomiting) linked by time, exposure source, and often location. It is also considered an outbreak when two or more individuals in a classroom exhibit similar symptoms within a 48-hour period. In the event of a communicable disease outbreak, the Public Health Department will be informed. Unless public health officials provide alternative instructions, the following steps will be taken:

- **Isolate Ill Individuals:** All ill children will be isolated until they can be picked up, and ill staff will be sent home. The designated areas for isolation are the supervisor's office or the staff room.
- **Notify Parents:** Parents or emergency contacts will be notified to pick up ill children as soon as possible.
- **Start a Line List:** Record the names, dates of birth, gender, all symptoms, and the date and time of illness onset for children and staff. Include the room number or type (e.g., infant room, toddler room).
- **Monitor Attendance:** Maintain attendance records to help track absenteeism. Record instances of illness or absence and monitor for any increase in absenteeism levels.
- **Implement Additional IPAC Measures:**
 - Increase the frequency of cleaning and disinfecting common areas, high-touch surfaces, and toys.
 - Enhance hand hygiene and respiratory etiquette practices.
 - Ensure adequate supplies for hand hygiene and cleaning/disinfecting.
 - Use appropriate disinfectants to kill circulating organisms.
 - Launder all soft toys and children's bed sheets.
 - Suspend water and sensory play activities.
 - Reinforce the importance of hand hygiene among staff, children, and visitors.
- **Communicate with Absentees:** Contact staff and parents of children who were absent before the outbreak was declared to inform them of the situation and to identify if they exhibit similar symptoms. If so, add them to the line list.
- **Report the Outbreak:** Contact Toronto Public Health (TPH) to report the outbreak by calling the Communicable Diseases Surveillance Unit (CDSU).

Sanitary Practices

Hand Washing

Hand washing is the most effective method of preventing the spread of infectious diseases in child care settings. Hand washing is required:

- Upon arrival
- Before initial contact with children or handling items in the room
- Before putting on gloves when changing diapers or assisting with toileting
- Before preparing, handling, or serving food, or giving medication
- After any care involving contact with blood, body fluids, secretions, or excretions, even if gloves were worn
- Immediately after removing gloves and before engaging in another activity
- Before and after handling pets
- Whenever in doubt

Hand hygiene posters (Hand Washing and Hand Sanitizing) must be displayed as a constant reminder to children and staff.

Equipment and Toy Cleaning

- Set aside any toys with cracked or broken surfaces.
- Toys that have been mouthed or chewed are not to be shared before being cleaned.
- Disinfect toys and equipment daily.

Tooth Brush Policy

At Kinder College, tooth brushing is not included in the daily schedule. While we promote hygiene, organizing a large group of children to brush their teeth increases the possibility of spreading germs. We believe this hygiene practice is best conducted at home to ensure child safety.

Smoke-Free Environment

Kinder College enforces a strict smoke-free policy throughout the centre, recognizing that exposure to second-hand smoke can have highly negative effects on children. This policy is designed to provide the highest level of safety for our students.

Toileting

If your child requires diaper changing, parents must provide an adequate supply of diapers, diaper wipes, and a complete change of clothes daily. Parents must also provide any necessary creams or powders.

During toilet training, teachers and parents will work together to help the child transition. It is essential that your child has several changes of clothes during this time. If your child's clothes become soiled, they will be rinsed and placed in a plastic bag to be sent home.

Biting Policy

Kinder College Early Learning Centre is committed to providing a safe and healthy environment for children, families, and staff. We take every reasonable precaution to prevent the risk of injury and infectious disease within our facility.

To ensure compliance with Toronto Public Health (TPH) directives and Kinder College ELC policies, the following procedures must be followed when a human biting incident occurs:

If the Skin Is Not Broken:

- Perform hand hygiene and put on gloves.
- Clean the wound with soap and water, apply a cold compress.
- Dispose of gloves and perform hand hygiene.
- Put on clean gloves and rinse the biter's mouth with water (provide a drink of water for infants). Dispose of gloves and perform hand hygiene.
- Contact the parents/guardians of those involved in the incident and advise them to consult with their healthcare provider. Keep information about the biter/bitee's identity confidential. Parents can be informed if the other child's immunization is up to date without disclosing the identity. Complete an Incident Report Form and log the information in the daily log book as required by CCEYA.

If the Skin Is Broken:

- Perform hand hygiene and put on gloves.
- Observe both children to check for any blood.
- If there is blood, allow the wound to bleed gently without squeezing.
- Clean the wound with soap and water, apply a cold compress if appropriate.
- Dispose of gloves and perform hand hygiene.
- Put on clean gloves and rinse the biter's mouth with water (provide a drink of water for infants). Dispose of gloves and perform hand hygiene.

- Contact the parents/guardians of those involved and advise them to consult with their healthcare provider. Maintain confidentiality regarding the biter/bitee's identity. Complete an Incident Report Form and log the information in the daily log book as required by CCEYA.

Actions for the Child Who Bit:

- Firmly tell the child, "NO BITING – BITING HURTS," and help them express their feelings with words.
- Redirect the child to another activity.
- Encourage the child to offer comfort to the other child.
- Inform the parents of the child who bit about the incident upon pickup. Discuss techniques to use with the child and inform them of the biting policy. If the skin is broken, parents will be contacted immediately.

Preventive Measures to Eliminate Biting:

- Use preventive methods, such as redirection, when children exhibit inappropriate behaviors.
- Observe children for signs of anger or frustration and anticipate times when they are more likely to act out.
- Promote language development and pro-social behaviors through programming, activities, and role modeling.
- Provide a variety of activities to engage the children.
- Follow a consistent daily schedule to maintain a stable environment and routines.

Addressing a Pattern of Biting:

- Meet with the child's parents to discuss observations, techniques, and recommendations.
- Shadow the child during the day to reinforce positive behaviors.
- Offer a toy or food for the child to bite instead.
- Physically separate the child from their target by using smaller groupings throughout the day.
- Keep a running log of biting incidents, including details of who, what, when, and how, to better understand triggers and address the behavior effectively.

5. Food and Allergy Policy

Food Policy

At Kinder College, we are committed to providing highly nutritious meals and snacks throughout the day. The following policies and procedures are designed to promote the safety and well-being of all children in our program.

Allergy and Special Diet Policy

Upon enrollment, parents must specify their child's special dietary needs and any food allergies.

Information about children's dietary restrictions and allergies will be posted in each cooking and serving area. This will include the names of the children enrolled in the daycare who have food allergies and a list of their respective allergies.

Any changes to dietary restrictions and/or allergies must be reported to the Supervisor in writing by the parent.

Anaphylactic Allergy Policy

Upon a child's admission to the centre, parents must provide an up-to-date auto-injector (EpiPen). In collaboration with the parent, the Supervisor will develop an individual plan and emergency procedure. This plan will include:

- A description of the child's allergy
- Monitoring and avoidance strategies
- Signs and symptoms of an anaphylactic reaction
- Actions to be taken by staff in the event of an anaphylactic reaction

This information, along with the child's photograph, will be posted for staff in all classrooms.

All staff are trained on how to administer an auto-injector and follow anaphylactic emergency procedures. This training is reviewed by parents and staff at least once annually.

To ensure the safety of children with anaphylactic reactions, auto-injectors must be available at the childcare centre at all times. If a parent does not provide an auto-injector or fails to replace an expired one, the child will be denied admission to the program. If a parent believes the child no longer requires an auto-injector, written confirmation from the parent will be required.

Food from Home Policy

At Kinder College, we strive to provide a nutritious, diverse, and delicious menu for our young learners. If our menu does not accommodate your child's dietary needs, such as during infancy when the child has not been exposed to many foods, parents may need to prepare food from home to supplement the centre's meals and snacks. When food or beverages are provided by a parent, the following criteria must be met:

- The container for the food or drink must be labeled with the child's name and a full list of ingredients.
- The food must be stored in a way that maintains its nutritional value and prevents spoilage.
- The food must be free of peanuts or traces of peanuts.
- Whole foods, such as fruits and vegetables, or meals fully prepared at home, are preferred. Food prepared at restaurants is not permitted, as parents cannot fully guarantee the ingredients used.

Expressed Breast Milk

Breast milk is a body fluid that may contain pathogens acquired either intrinsically (from the mother) or extrinsically (through contamination during collection and handling). Improper handling of breast milk can lead to contamination with pathogens associated with infections such as *Staphylococcus aureus*, *Klebsiella pneumoniae*, and *Pseudomonas* species.

To minimize the risk of infection to children and staff, safe handling, thawing, storage, and administration of expressed breast milk (EBM) are required. Routine practices apply when handling EBM, just as with other body fluids. Hands should be washed before handling EBM. Staff should wear gloves when handling EBM if there is a risk of milk contacting the hands. Hands must be washed after contact with EBM. If another child consumes EBM intended for someone else, contact Toronto Public Health (TPH) immediately.

When handling EBM:

- Keep it refrigerated until use at a temperature of 4°C or colder.
- Ensure bottles and containers are labeled with the date, the name of the infant/child, and the name of the mother.
- Gloves must be worn if EBM is dispensed into a cup or transferred from one container to another.
- Children drinking EBM from a cup must be supervised.
- Discard any leftover EBM that is not consumed by the child.

Sweets and Junk Food

We do not allow sweets or junk food at the centre. Our program provides nutritious meals and snacks throughout the day, so your child will not need snacks from home.

Peanut-Free Environment Policy

No foods containing peanut products are permitted in the centre. Parents are encouraged to leave any such items in their car when picking up their child. Our “peanut-free zone” policy is a strategy to reduce the risk of exposure to anaphylactic causative agents.

6. Safety Policies

Safety Policy

The safety of each child is integrated into every aspect of our program. All staff are certified in First Aid/CPR and participate in yearly refresher courses. The centre adheres to all criteria under the Health & Safety Regulations of the Child Care and Early Years Act, as well as Kinder College Learning Centre's security and safety procedures.

Clothing Safety

To prevent the risk of strangulation, please remove all strings from jacket hoods. Whenever possible, choose jackets with Velcro closures for the hoods. When using a scarf, tuck the ends into the scarf itself after wrapping it around the child's neck, or keep the scarf inside the jacket.

Please label all of your children's clothing. While we will make every effort to locate misplaced items, we cannot be responsible for unmarked clothing

Accident Reports

Staff will immediately attend to an injured child and administer First Aid as needed. If the injury requires First Aid, an Incident Report Form will be completed by the staff and reviewed and signed by the Site Supervisor before the child leaves the centre.

This report will be presented to you when you arrive to pick up your child. If you have any questions or need more information, please speak with the staff member who completed the report or the Site Supervisor.

All head injuries and bites that break the skin must be reported immediately to the Site Supervisor, who will then contact the parent/guardian.

Serious Occurrence Notification Posting

All serious occurrence incidents will be documented and posted for parents to view near the front and back entrances of the building. This posting will include information such as the date, a description of the incident, and actions taken by the centre. No identifying information, such as child and staff names or initials, age, date of birth, or age group/room, will be included in the Serious Occurrence Notification Posting.

Emergency Management Policies and Procedures

The centre has established emergency policies and procedures that provide clear instructions for staff and licensees to follow in the event of an emergency. These procedures outline the steps that staff should take to ensure the safety and well-being of everyone involved.

Evacuation Plan:

- In the event of an evacuation, we will gather at the South end of soccer field – north/west of Shuter and Nicholas Streets.
- If it is deemed unsafe to return to the child care centre, the designated evacuation site is: Regent Park Community Centre, 402 Shuter Street, Toronto, ON, M5A 1X6.

Immediate Emergency Response Procedures:

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ul style="list-style-type: none"> ○ The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. ○ Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. ○ Staff inside the child care centre must: <ol style="list-style-type: none"> 1. remain calm; 2. gather all children and move them away from doors and windows; 3. take children's attendance to confirm all children are accounted for; 4. take shelter in closets and/or under furniture with the children, if appropriate; 5. keep children calm; 6. ensure children remain in the sheltered space; 7. turn off/mute all cellular phones; and 8. wait for further instructions. ○ If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> <input type="checkbox"/> close all window coverings and doors; <input type="checkbox"/> barricade the room door; <input type="checkbox"/> gather emergency medication; and <input type="checkbox"/> join the rest of the group for shelter. ○ The Supervisor or designate will immediately: <ol style="list-style-type: none"> 1. close and lock all child care centre entrance/exit doors, if possible; and 2. take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>

<p>Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> 1. The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2. Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. <p>3) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children's attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. <p>4) The Supervisor or designate must immediately:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<ul style="list-style-type: none"> o The staff member who becomes aware of the threat or Supervisor must: <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children's attendance to confirm all children are accounted for. <p>a) Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>b) Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>

<p>Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ol style="list-style-type: none"> 1. remain calm; 2. gather all children, the attendance record, children's emergency contact information any emergency medication; 3. exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions; 4. escort children to the meeting place; and 5. take children's attendance to confirm all children are accounted for; 6. keep children calm; and 7. wait for further instructions. <p>3) If possible, staff should also:</p> <ol style="list-style-type: none"> 1. take a first aid kit; and 2. gather all non-emergency medications. <p>4) Designated staff will:</p> <ol style="list-style-type: none"> I. help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and II. in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. III. If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the Supervisor and ensure their required medication is accessible, if applicable; and IV. wait for further instructions. <p>5) If possible, the Supervisor or designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
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<p>Disaster – External Environmental Threat An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>7. The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <ol style="list-style-type: none"> 1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately. 2) Staff must immediately: <ol style="list-style-type: none"> I. remain calm; II. take children's attendance to confirm all children are accounted for; III. close all program room windows and all doors that lead outside (where applicable); IV. seal off external air entryways located in the program rooms (where applicable); V. continue with normal operations of the program; and VI. wait for further instructions. 3) The Supervisor or designate must: <ol style="list-style-type: none"> I. seal off external air entryways not located in program rooms (where applicable); II. place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and III. turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the "Disaster Requiring Evacuation" section of this policy.</p>
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<p>Natural Disaster: Tornado / Tornado Warning</p>	<ol style="list-style-type: none"> 1. The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible. 2. Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. 3. Staff must immediately: <ul style="list-style-type: none"> o remain calm; o gather all children; o go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways; o take children's attendance to confirm all children are accounted for; o remain and keep children away from windows, doors and exterior walls; o keep children calm; o conduct ongoing visual checks of the children; and o wait for further instructions.
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<p>Natural Disaster: Major Earthquake</p>	<ul style="list-style-type: none"> • Staff in the program room must immediately: <ul style="list-style-type: none"> <input type="checkbox"/> remain calm; <input type="checkbox"/> instruct children to find shelter under a sturdy desk or table and away from unstable structures; <input type="checkbox"/> ensure that everyone is away from windows and outer walls; <input type="checkbox"/> help children who require assistance to find shelter; <input type="checkbox"/> for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; <input type="checkbox"/> find safe shelter for themselves; <input type="checkbox"/> visually assess the safety of all children.; and <input type="checkbox"/> wait for the shaking to stop. • Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. • Once the shaking stops, staff must: <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. • If possible, prior to exiting the building, staff should also: <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. • Individuals who have exited the building must gather at the meeting place and wait for further instructions. • Designated staff will: <ol style="list-style-type: none"> I. help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and II. in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. III. If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the office and ensure their required medication is accessible, if applicable; and IV. wait for further instructions.
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	<p>v. The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.</p>
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8. Child Care Tax Deduction

Income Tax Receipt

Kinder College will provide income tax receipts by the end of each February. The total amount will reflect the fees paid during the January 1 to December 31 period. If fees are received after December 31, even if they pertain to the previous year, they will be included on the income tax receipt for the year in which the payment was received. Income tax receipts will not be issued until all outstanding fees are paid.

9. Other Useful Information

Special Occasion / Birthday Policy

Parents are welcome to celebrate their child's birthday during classroom periods, but arrangements must be made in advance.

At Kinder College, we are committed to ensuring that students are ready for learning each day, both mentally and physically. Our teachers and staff work diligently to prepare students for success in the classroom, and this includes supporting their health by providing highly nutritious foods.

With this in mind, we kindly remind parents that only healthy snacks are permitted for birthday celebrations (e.g., fruit or veggie platters, yogurt, or other teacher-approved options). Snacks that are high in sugar and low in nutritional value, such as birthday cakes or cookies, conflict with our policy of offering the freshest and healthiest meals to our students.

Please note that it is at the full discretion of the teachers whether the snacks provided by parents will be offered to other classmates.

Toys & Games from Home

To ensure that children remain focused on the curriculum, Kinder College does not allow toys from home to be brought into the program, except on special occasions such as show and tell. Toys from home can be distracting and may cause unnecessary disputes among children, as there is only one of each toy in the room. Our centre offers a wide range of developmentally appropriate activities to meet your child's needs.

Clothing

Parents are required to provide an extra set of clothes for their child to keep at the centre, including a shirt, pants, underwear, and socks. Additionally, children must have indoor shoes at the centre. The purpose of indoor shoes is to help maintain the hygiene of the centre.

Sunscreen

Kinder College provides Coppertone Water Babies SPF 60 sunscreen for the infant and toddler programs and Coppertone Kids SPF 60 sunscreen for the preschool program. If parents prefer to provide their own sunscreen, the container must be clearly labeled with the child's name and must be within the expiry date. Parents will be required to sign a permission form allowing the application of either the sunscreen provided by the Centre or the sunscreen provided by the family.

Diapers and Toilet training

Parents are responsible for providing the necessary diapers for their child. Toilet training is a collaborative effort involving the child, parents, and teaching staff to ensure a smooth and supportive transition.

Classroom Video on Internet

All of our classrooms are equipped with a secure video monitoring system. Parents can log into the classroom through our website to view the classroom. This service is provided to offer parents additional peace of mind.

Volunteering at Kinder College

The Preschool and Toddler rooms occasionally take field trips into the community, such as a summer visit to Centre Island or a fall excursion to a pumpkin patch. When these trips are planned, parents and other family members often enjoy attending and may wish to assist staff by supervising one additional child. The Kinder College Volunteer policy is as follows:

- 1) **Age Requirement:** No child may be supervised by a volunteer under 18 years of age. Siblings under 18 years of age are not permitted to act in a volunteer capacity.
- 2) **Supervision and Access:** Only employees of Kinder College Early Learning Centre are permitted direct, unsupervised access to children. Parent volunteers must keep their small "group" together with the larger group of staff, children, and other parent volunteers, and should not separate from the group.

- 3) **Staffing Ratios:** Parent/family volunteers will not be counted as part of the staffing ratios outlined in the Child Care and Early Years Act.
- 4) **Criminal Reference Checks:** Criminal reference checks under the Vulnerable Sector category are required for all parent/family member volunteers. If the volunteer lives within Toronto, the centre will provide the TPS Consent to Disclosure of Personal Information for the Police Criminal Reference Program.
- 5) **Policy Review:** The centre's behavior guidance, anaphylactic, and child abuse policies, as well as emergency procedures, must be reviewed and acknowledged by all volunteers before they begin volunteering and at least annually thereafter. These policies are included in this parent manual and must be read and signed to confirm understanding before volunteering begins.
- 6) **Monitoring:** The centre will monitor volunteers to ensure they are using acceptable behavior guidance practices with the children. Any concerns will be addressed by the supervisor. If the concern cannot be resolved, the volunteer's capacity to participate will be reviewed.

What to Bring on My First Day

Not sure what to bring on your child's first day? Use this checklist to make sure you have everything your child will need on or before their first day.

Infant Room

- Diapers, wipes, and any creams** used during diaper changes
- Labeled bottles, snacks, and food** (if not eating food from the centre)
- Blanket or sleep toys/stuffed animals** your child uses for sleeping
- Spare clothes**
- Winter:** Outdoor boots, hat, mittens, outdoor snow suit
- Summer:** Sunscreen, hat
- Pacifier** (if needed)

Toddler Room

- Diapers, wipes, and cream** (if potty-training)
- Blanket and sleep toys/stuffed animals** for nap time only
- Extra change of clothes**
- Indoor and outdoor shoes**
- Winter:** Mittens, hat, snow pants, outdoor jacket
- Summer:** Sunscreen, hat

Preschool Room

- Pull-Up Diapers, wipes** (if potty-training)
- Blanket and sleep toys/stuffed animals** for nap time only
- Extra change of clothes**
- Indoor and outdoor shoes**
- Winter:** Mittens, hat, snow pants, outdoor jacket
- Summer:** Sunscreen, hat

Please label everything you bring with your child's first and last name*