



Kinder College Parent Handbook

**218 Richmond St. W.
Toronto, ON
M5V 1V6
416-479-0004
info@kindercollege.ca**

1. Welcome to the Kinder College Family

Welcome to the Kinder College family! Family life is not easy. Balancing work, family and personal life is time consuming, and in many cases parents cut out their personal life altogether. We strive to offer the highest quality child care solution for your family.

We hope you will have a positive experience here with us.

The purpose of this handbook is to act as a reference for you of some of the policies and procedures that may concern you and your child as a member of the Kinder College family. More detailed versions of policies can be found at the centre.

Program Statement

Kinder College Early Learning Centre's mission is to provide a safe and stimulating program that enables our young learners to develop emotionally, socially, intellectually, creatively and physically.

We see children as competent, capable of complex thinking, curious and rich in potential. We understand and respect that they grow up in families with diverse social, cultural and linguistic perspectives. We believe in order to thrive, every child should feel like he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed.

The centre utilizes a play-based (Emergent) curriculum, where each child is given the opportunity to work on self-chosen tasks in an attractive environment especially designed and equipped to meet the child's needs. It is hoped that this, along with daily routines, will instill a sense of independence, responsibility, and self worth within the child. The program will provide opportunities for child-initiated and adult supported experiences and will incorporate 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. Educators plan and implement a curriculum that is ever-evolving based on the children's changing interest and developmental goals. Educators document children's interest during play and developmental goals determined from visual daily observations or through our development assessments. Developmental assessment tools are utilized in order provide a snapshot of where the child is developmentally so teachers' can set relevant developmental goals but it also provides accountability, so we know if our programming strategies are effective. We strive to provide an environment where learning is an enjoyable and rewarding experience where children can develop their potential at an individual pace.

Kinder College future decision-making policies about children will be in-line with four guiding foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement, and Expression.

Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self help (independence), sense of self, and self-regulation skills.

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

In addition to the foundations, Kinder College recognizes four key relationships that directly and indirectly support/enrich children's learning experience.

Families are experts on their children. Families also bring diverse social, cultural, and linguistic perspectives and can be a valuable resource. Therefore, we ensure families feel that they belong, are valuable contributors to their children's learning, and deserve to be engaged in a meaningful way. The program will seek to foster the engagement of and ongoing communication and positive relationship with parents about the program and their children.

Educators are competent and capable, curious, and rich in experience. They are knowledgeable, caring, reflective, and resourceful professionals. They too bring diverse social, cultural, and linguistic perspectives. They collaborate with others to create engaging environments and experiences to foster children's learning and development. Educators are lifelong learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience, and their understanding of the individual children and families they work with. The

program will seek to ensure that every educator feel he or she belongs, is a valuable contributor, deserves the opportunity to engage in meaningful work and positive relationships with management, parents and students and the opportunity for professional development.

The **environment** is the context in which learning takes place. The environment is “the third teacher” and is valued for its power to organize, promote relationships, and educate. Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways. When the environment supports children’s growing autonomy and independence, challenging behaviours are reduced and educators can focus more fully on observing, interacting, and extending children’s learning and development in meaningful ways. The program will plan for and create positive learning environments and experiences in which each child’s learning and development will be supported.

Pedagogical Leaders are competent and capable, rich in experience. While our main function as pedagogical leaders is to ensure the highest quality health, safety, nutrition and well-being for our children, supporting educators in applying pedagogical approaches and practices we feel is equally important. We seek to work alongside other educators to both guide and study the learning and teaching process. We help create a culture of curiosity, openness, and trust that focuses on how learning happens for both the child and the adult. Pedagogical leaders are less concerned with answers and more interested in questions. They don’t tell others what to do, but rather help them make connections and form interpretations – that is, they help them make meaning of their own thinking. The quality of experiences in an early years program improves when leaders and educators are continuously thinking and reflecting together. Facilitate critical reflection and collaborative inquiry. We will actively seek and promote professional development opportunities for teachers. We will support positive and responsive interactions among the children, parent and the staff. In order to have accountability in our decision making, and to ensure continued growth, we will document and review the impact of the strategies set out in its program statement on the children and their families. Through our curriculum philosophy, paradigm on how we see children, our approach to pedagogical learning and training of teachers we hope to offer the most optimal learning experience for all our children.

Support positive and responsive interactions among the children, parents, child-care providers and staff.

We have an open door policy with Parents. Staff will greet families and children each day on arrival and share information pertaining to the child through verbal or written communication. Staff will communicate with parents via phone calls, emails, Tadpole app and monthly calendars. Teachers will make themselves available for Parent/Teacher meetings when the needs of the child or parent require it. Documentation is also displayed for families to view the classroom activities.

Staff will practice and encourage inclusive and positive interactions. We will foster an atmosphere of inclusion, cooperation, sharing and kindness. This behaviour is modeled through RECE's interactions with colleagues, children and families.

Staff will encourage every child's self-help skills. Each child is viewed as capable and independence is encouraged, with assistance from RECE's as required. Staff will challenge the children's skills so as to facilitate the development of new and stronger skills. The teachers will also encourage the children to be helpful to one another also.

All staff will follow the CCEYA guidelines for Behaviour Guidance. We will use positive language when talking with children and adults. We will guide behaviour through the use of positive language, questions and encouragement. RECE's will not use Prohibited Practices, i.e. corporal punishment, verbal degradation, confinement and deprivation of basic needs (including food, clothing or bedding). Each staff member will review and sign off on the centres policies and procedures prior to commencing supervision duties in the classroom.

Encourage the children to interact and communicate in a positive way and support their ability to self-regulate

Educators will model the use of positive language and behaviour at all time when engaging with the children and other adults. We will work to help children to develop communication and problems solving skills in their daily interactions.

To encourage self-regulation, we strive to create an environment where every child feels safe and supported to find a variety of ways in which to express their emotions. We work to teach our children to recognize their emotions and assist in discovering successful strategies to cope when needed.

Foster the children's exploration, play and inquiry

Children make their interests known in a variety of ways in the classroom. To uncover such interests, the RECE's observe, listen, discuss and document interactions. Implementing the Four Foundations of How Does Learning Happen (Belonging, Well-Being, Engagement and Expression) the educators will create an environment that allows the children to explore the topic of interest, and the world around them. Through play based learning, children will develop the skills needed to expand their abilities as well as their knowledge, natural curiosities and understanding of their world.

Provide child-initiated and adult supported experiences

The RECE will follow the child's lead in interactions and in developing an environment that is rich in opportunities for exploration. Reflecting on documentation, we discover the child's current interests, which guide us in the materials we provide and the opportunities we offer in all areas of the child's development. While considering the needs of the group, individual needs are always considered as well. The environment will then be set up to encourage the children to challenge their abilities, expand their interests and develop relationships.

Plan for and create positive learning environments and experiences in which each child's learning and development will be supported

From regular observations of the children's activities and interactions we will plan a program that will stimulate the interests and development of the children. We will provide a variety of activities, both active and quiet, which will meet the needs of the developing child regardless of the level of need and development. We will make changes in our environment and program as the children's interests and developmental needs change.

Incorporate 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 care.

We will follow the guidelines of the CCEYA in setting our program. We strive to provide equal opportunities for all children to find the active and quiet time that meets their individual needs. We make use of the playground for two hours every day, weather permitting. Nap time is provided for two hours per day after the midday meal (the exception is sleep time is based on the needs of the individual child in our infant program).

Foster the engagement of and ongoing communication with parents about the program and their children

The Centre has adopted the Tadpoles App as a way for educators to correspond with parents daily by sending photos, documentation and updates electronically.

Involve local community partners and allow those partners to support the children, their families and staff

Kinder College ELC also has partnerships with a number of Ontario Early Childhood Education Diploma programs. We provide student placements enabling us to support future Early Childhood Educators by sharing our experience and knowledge with them as they prepare for their new career. This also provides children with new learning experiences and enthusiastic interactions with the students.

Support Staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning

Kinder College ELC has made our classroom and our facility available to employees of the child care centres in the areas. KCELC is committed to the ongoing professional development of all staff.

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

In addition, staff participate in position specific training both in-house and off site to support their professional learning and development, and to ensure they have a strong understanding of current policies, procedures and research materials. Registered Early Childhood Educators are required to meet the Standards of Practice and Continuous Professional Learning requirements of the College of Early Childhood Educators (CECE).

Document and review the impact of strategies set out in this statement on the children and their families

We will use documentation, reflection, as well as formal assessments such as ITERS-R (Infant and Toddler Environmental Rating Scale – Revised) and ECERS-R (Early Childhood Environmental Rating Scale – Revised) to continually evaluate our program and its effects on the children and their families.

Staff, Students, and Volunteers will read this Program Statement and sign off prior to interacting with the children, when the statement is updated and on an annual basis. The Supervisor will review this yearly.

Each program within KCELC will use a binder for observations, plans and documentation to support understanding. Documentation will be shared with families.

Parent Involvement

Parents are welcome at the centre at any time during their child's transition week into the centre. The parents' presence and interests during this first week helps children feel secure in the centre and also allows for you the parent to get to know your child's teachers and the routines of the room. After the transition week, parents are encouraged to become involved in the centre by volunteering for field trips, baking for sales or donating old/unwanted toys, clothes etc. As of September 1, 2011, it is required that all parents who attend field trips are to obtain a criminal reference/vulnerable sector check. Please see Section 9 of this manual, *Other Useful Information*, "Volunteering at Kinder College" to find out more about volunteering at Kinder College.

Personnel Standards

All staff members undergo a criminal reference check and health assessments. These precautionary measures are designed to screen out potentially unsuitable employees/volunteers and help ensure the safety and well being of all children served by Kinder College Learning Centre. The CRC is intended to be one part of an effective screening process that assists the centre in recruiting the best possible candidates. The CRC will help ensure that our centre is fulfilling its legal, ethical and moral responsibility to the clients it serves.

Volunteers and placement students participating in the program are subject to criminal reference checks and health assessments. Please note that all volunteers and students will not have unsupervised access to children.

2. 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 deal with the federal government that will lower licensed child care fees to an average of \$10 a day by September 2025. As a first step, families will see an average 25% reduction in their fees retroactive to April 1, 2022 which will be further reduced to 52.75% as of January

1st, 2023. \$10 per day national average child care fees for eligible children by the end of fiscal year 2025-26. KCELC is enrolled in this program.

Tuition Rates

Program	Monthly		Daily	
	Full Fees	After CWELCC 52.75% reduction	Full Fees	After CWELCC 52.75% reduction
Infant (birth to 18 months)	\$2,396.54	\$1,132.37	\$110.19	\$52.06
Toddler (18 months to 30 months)	\$2,007.73	\$948.65	\$92.31	\$43.62
Preschool (30 months to 4 years)	\$1,617.30	\$764.17	\$74.36	\$35.14

Deposit

There is a deposit \$570 payable upon acceptance of the space. This will be refunded when your child leaves the centre. All registration forms must be completed before the child starts the program. These forms can be obtained from the supervisor. The deposit is forfeited if a child is withdrawn from the centre without the six-weeks notice period.

Security Deposit	Access Key *	Total
\$500	\$70	\$570

* two sets of FOB access keys will be given to each family. Lost FOBs will result in lost key deposit (\$35 each key)

Fee Payment

Monthly payments of fees for the care of your child are due on the last weekday of the month. All payments are completed through direct payment. Invoices will only be issued for late payments. E-Transfers payments will incur a \$10 per transaction administrative fee.

Overdue fees

A late fee of 15% per week will be charged on all overdue fees. Late fees will be accumulated each week that the overdue balance remains. If fees are outstanding for two weeks you will be contacted by the Supervisor, advised of your balance owing and what is required to place your account in good standing. If fees are outstanding for 1 week, we will be unable to provide child care services until all outstanding fees are paid.

Sibling Discounts

Since the implementation of the CWELCC, there will no longer be a sibling discount.

“Non Sufficient Funds” Cheques

If the centre is charged a service fee by the bank when a payment for fees is returned N.S.F, you are responsible for reimbursing this service charge (\$25.00) to the centre.

Transition Policy

Our goal when a child starts at Kinder College Child Care is to make the transition a smooth and positive experience for everyone. In order to achieve this goal we ask the parents to utilize our 5-day transition schedule. We do have formal schedule but basically the first week is dedicated as the transition week. You and your child will come in together on the first day during our morning curriculum time. As the week progresses, the length of time gets longer and at the teachers discretion, they will ask you to leave the room so that your child can get acquainted on their own.

The transition period is an opportunity for the child to get to explore the new environment with the security of the parent being present. It also presents the opportunity for the teachers and parents to exchange information and get to know each other.

If the transitioning child is still not comfortable in the program on their own, then teachers, supervisors and parents will work together to ease the transition. It is our goal for every child's transition to the new social setting as positive as possible. This transition schedule is normally set during the enrollment process.

Statutory Holidays

The centre is closed on the following statutory holidays (regular daily fees apply):

New Years 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 pm.

**On Christmas Eve Kinder College closes at 2 pm.

Notice of Withdrawal

Parents are to notify the supervisor six weeks prior to the final date of your child's attendance at the centre. Failure to give notice will result in forfeit of the deposit.

The centre reserves the right to ask parents to look for other care arrangements if the safety and well-being of the other children or staff is put at risk and every attempt has been made to accommodate your child's needs, including seeking outside counseling.

Wait List Policy

Kinder College will not charge a fee to be placed onto our waiting list. We give highest priority enrollment to children who have siblings currently enrolled at our school, then to the families who are affiliated with one of our corporate partners, then the rest of our families on our wait list. The waiting list will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected persons or families.

Reserving Space

In the event of extended illness of a child, or leave for other reasons, arrangements must be discussed with the Supervisor for reserving the child's space in the centre.

Emergency Closure Policy

Kinder College Early Learning Centre is committed to having our programs open on all scheduled days. We recognize that emergencies beyond the Centre's control such as the breakdown of essential services (hydro, heat and/or water) or inclement weather days can occur.

We must consider the safety of all students and staff when we make decisions regarding full day closures or early closures due to emergency conditions.

In the event that KCELC will need to close the centre due to an emergency, the staff will call or email families for an early pick up. Should KCELC be unable to open our program in the morning, a message will be sent to parent email addresses. Parents are asked to call in to the centre on severe weather days to confirm that KCELC is open.

Closure due to Health & Safety or other circumstances:

Due to unforeseen circumstances, the Centre may be required to close for health or safety reasons (i.e. illness outbreak, fire, flood, etc.)

Closure due to weather conditions:

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

General Guidelines for Centre Closures:

Under any of the above circumstances, if closure of the childcare centre is expected to exceed five working days, every effort will be made to move the centre to an alternate suitable location, based on Ministry of Education and the local municipal government approval.

UNLESS OTHERWISE NOTED, THE 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 use when parents/guardians bring forward issues/concerns.

General:

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

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

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

An initial response to an issue or concern will be provided to parents/guardians within 1 business day. The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit

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

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Director.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15 should be

reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

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

Contacts: Manpreet Sidhu, Supervisor of Kinder College 416-479-0004 ext 111 or manpreet@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 or <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 or <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</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>

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:
	aware of the situation.	
Student- / Volunteer- Related	Raise the issue or concern to <input type="checkbox"/> the staff responsible for supervising the volunteer or student or <input type="checkbox"/> the supervisor and/or director. 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.	

3. Program Related Information

Program Philosophy

The aim of Kinder College is to provide a stimulating program that enables the child to develop emotionally, socially, intellectually, creatively and physically.

Each child is given the opportunity to work on self chosen tasks in an attractive environment especially designed and equipped to meet the child's needs. It is hoped that this, along with daily routines, will instill a sense of independence, responsibility, and self worth within the child.

Each child is unique person whose individuality is to be respected and encouraged. This individuality is fostered through our commitment to an inclusive anti bias, environment. Various role models are made available to the children through many mediums including literature, creative arts, dramatic play, music, etc.

Affection is an integral part of our program, and it is hoped that each child will learn to give, share, and receive it. It is important for all children to recognize, accept, and express emotions.

Children are encouraged to verbalize their frustrations rather than resort to physical action. The day care staff provide the language, support and framework to enable the child to participate in the resolution of disputes through peacemaking efforts and logical consequences.

Kinder College strives to provide an environment where learning is an enjoyable and rewarding experience, and children can develop their potential at an individual pace. We understand that children must first develop the love of learning in order for children to have confidence in what they do.

Programs

There is powerful new evidence from neuroscience that the early years of development from conception to age six, particularly the first 3 years, set the base for competence and coping skills that will affect learning, behavior and health throughout life.

We understand each child is unique so we provide a wide variety of developmentally appropriate activities that educate the child in motor, cognitive, social and language domains.

We have three programs, infants (5 months to 17 months), toddlers (18 months to 29 months), and preschool (ages 30 months to 5 years).

Curriculum/Programming

We will plan activities designed to promote gross / fine motor skills, language, cognitive, science, math, social and emotional development. Activities will be based on children's interest from teacher observations. Weekly plans will be posted on the bulletin board for parents to view

Developmental Assessments

DA's will be conducted semi-annually by the teacher who is assigned to your child. This assessment is a tool for us to identify strengths and areas of need so that both teachers and parents can plan appropriate strategies. At Kinder College, we believe that a developmental assessment is crucial component in high quality childcare curriculum.

Typical Classroom Schedule - Infant Program

7:00am	Centre Opens
7:00-8:30	Free Play and morning curriculum
7:45-8:30am	Breakfast served
8:30-9:00am	Washroom routine and get ready for outside
9:00-10:00am	Outdoor walk
10:00-10:45am	Indoor morning curriculum

10:45-11:00am	Circle/Group time
11:00-11:45am	Lunch
11:45-1:45pm	Washroom Routine & bottles – rest period
2:00-2:30pm	Washroom routine and get ready for afternoon walk
2:30-3:30pm	Afternoon walk
3:30-3:45pm	Washroom routine and handwashing
3:45-4:30pm	Afternoon Snack
4:15-5:15pm	Afternoon indoor curriculum
5:15-5:30pm	Washroom routine
5:00-6:00pm	Free play and pick-up
6:00pm	Centre Closed

Typical Classroom Schedule - Toddler Program

7:00am	Centre Opens
7:00-8:30	Free Play and morning curriculum
7:45-8:30am	Breakfast served
8:30-9:00am	Washroom routine
9:00-10:00am	Outdoor gross motor play
10:00-10:45am	Indoor morning curriculum
10:45-11:00am	Circle/Group time
11:00-11:45am	Lunch
11:45-12:15pm	Washroom routine & story time
12:15-2:15pm	Rest period
2:15-2:45pm	Wake up & washroom routine
2:45-3:45pm	Afternoon outdoor gross motor play
3:45-4:30pm	Afternoon Snack
4:30-5:15pm	Afternoon indoor curriculum
5:00-6:00pm	Free play and pick-up
6:00pm	Centre Closed

Typical Classroom Schedule - Preschool Program

7:00am	Centre Opens
7:00-10:00am	Morning curriculum
8:00-9:00am	Breakfast served
10:00-10:30am	Circle/Group time
10:30-10:45am	Washroom routine and dress for outside
10:45-11:45am	Outdoor gross motor play
11:45-12:30pm	Hand washing and Lunch
12:15-12:30pm	Washroom Routine and story time

12:30-2:30pm	Rest period
1:30-2:30pm	Quiet activity centres open
2:30-3:00pm	Wake up and Washroom routine
3:00-3:45pm	Afternoon Snack and wash hands
3:30-4:30pm	Afternoon curriculum
4:30-5:30pm	Afternoon Outdoor gross motor play
5:00-6:00pm	Free play and pick-up
6:00pm	Centre Closed

Outdoor Time

All children enrolled will have at least 2 hours of planned outdoor play (1 hour in the morning and 1 hour in the afternoon). If temperatures fall below -15 degrees celcius (with or without windchill and below -12 for infant program), or there is a heat advisory warning, we will not go outdoors. If temperatures are between -10 to -15 degrees Celsius (or -10 to -12 degrees Celsius for infant program), we will limit the outdoor time to 30 minutes per session.

Activities Off-Premises

Infants will go on daily walks outside the premises. The walk route will be posted on our bulletin board. This daily route will remain constant with occasional adjustments when improvements can be made (safer routes) or if there is a temporary obstruction with the current route and a rerouting becomes necessary. The infant program will not participate in any outdoor activities if the temperature is below -11 degrees Celsius or a heat advisory warning in effect. The preschool and toddler programs will not participate in any outdoor activities if the temperature is below -15 degrees Celsius or a heat advisory warning in effect. If temperatures are between -10 to -15 degrees Celsius (or -10 to -12 degrees Celsius for infant program), we will limit the outdoor time to 30 minutes per session.

Communication Board

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

Behavior Guidance Policy

Behavior guidance should promote children's growing autonomy, promote cooperation and set and reinforce limits.

Procedures:

- The schedules and routines are set to meet children's needs and understanding of time.
- Physical space is clearly organized and defines what kinds of activities are permissible.
- Play materials and activities are set up to engage children's active interest and participation.
- Staff and other adults interact directly with the children as much of the time as possible.
- Staff members provide opportunities for children to take part in activities that require helping, taking turns, talking to solve problems, and group work.
- Staff members support children's independence 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, thinking about alternatives, and making decisions. Staff involvement varies according to the level of the child.
- The expectations for children are embedded in the environment and routines. Staff members anticipate problems and may be able to intervene before they happen.
- Staff members are consistent in following through when limitations are not met. For example, positive redirection (*It's time to leave the blocks now. Do you want to paint or look at a book?*) is a follow-through behavior guidance strategy. Positive reinforcement—*You are able to wait for your turn, thank you.*—is used to reinforce children's positive behavior.
- Staff members will not use time-out (removing the child from the situation and leaving him or her alone), threats, or corporal punishment at any time.

Behavior Guidance Monitoring

Behavior Guidance policy is reviewed by all staff on an annual basis. The supervisor will also observe classrooms on a daily basis to ensure that teachers are using acceptable behavior guidance practices.

The supervisor will conduct an in-depth observation quarterly on how the teachers guide behavior.

If the supervisor observes a discrepancy, the supervisor will have a discussion with the teacher about the incident. The supervisor will help the staff identify the

issue and provide more effective ways to interact with the children. A note will be put into the report about the incident to monitor multiple occurrences.

Aggressive Behavior Policy

Children on occasion will exhibit aggressive behaviors that can be directed towards other children or staff. Aggressive behavior includes such actions as hitting, pushing, or any other persistent or forceful physical action directed toward another individual. It is our intention to provide a safe environment for all by having consistent approach towards aggressive behavior that ensures that each child receives appropriate attention. Parents will be kept informed regarding all incidents of aggressive behavior.

Reoccurring or Pattern of Aggressive Behavior

A reoccurring or pattern of aggressive behavior is a regular or frequent action or reaction to a situation, event, or interaction. In the event that a behavior is reoccurring, a meeting will be called by the Site Supervisor with the parents to discuss strategies and outside resources may be called as an extension of support for parents and daycare.

If the behavior continues the Site Supervisor in consultation with the parents, and Director to determine if the centre can continue to meet the child's needs. If it is deemed that the child cannot be adequately serviced through this organization the parents will be instructed to withdraw the child.

Child Abuse Policy

Kinder College is committed to the prevention of child abuse. All staff and volunteers who suspect that a child has been maltreated or is at risk for maltreatment will inform the supervisor of the intention to immediately call a Children's Aid Society. If necessary, access immediate medical attention if a child has sustained injuries.

4. Safe Arrival and Departure of Children

Safe Arrival Policy

Bringing the child into the centre is the parent's responsibility. Kinder College is not responsible for the child until he/she is signed into the centre. Because of our security system, we encourage parents to drop off their children during the drop-off times (7:00am -9:00am). If parents are going to be late, please contact the centre by 9:00am so that we can make special arrangements for your drop-off.

In order to allow the children to settle into the daycare program and to maintain the continuity and smooth operation of planned activities such as trips, parents are asked to have their children at the daycare by 10:00am.

Children Absent from the Centre

Parents must notify the day care if their child is ill or on holidays and will not be attending the day care. In order to track illness, we ask that you give us a brief explanation as to your child's absence.

Change of Telephone Number or other Pertinent Information

Any changes in address, phone numbers, and physician information must be made to the supervisor as soon as possible. It is extremely important that the day care be notified of these changes so that the staff can reach you in an emergency.

Safe Departure Policy

Children must be picked up no later than 6:00 pm and upon arrival sign the sign-out form. Parents should notify the staff if their child is to be picked up earlier or later than usual. Parents are responsible for their child once they enter the centre at the end of the day. For example, parents will need to toilet/change diaper if during pick-up if necessary. It is our experience that children do not respond as well to the teachers once the parent has arrived.

Authorized Pick-Ups

- A pre-authorized person must be 12 years of age or over
- Other than parents/guardians, the pre-authorized person must be named on the registration form
- A copy of the court order or written separation which permits the release of the child to another person must be on file
- If pre-authorization by a verbal request made by the parent/guardian, the named person must show identification at pick-up
- Verbal changes to the departure routine may be subject to a call back to verify the information

Unauthorized Pick-Ups

Staff cannot allow a child to leave the centre with a person they do not know. If any unauthorized person arrives to pick up a child, the day care staff will follow this procedure:

- The unauthorized person will be informed that they do not have permission to pick up the child, ID will be checked;

- Staff will check with the Site Supervisor for any changes in pick-up authorization.

Telephone Departure Changes

If a parent/guardian telephones to change the departure information, the information 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.

Late Fee Policy

Children should be picked up no later than 6:00 pm. Parents who are late picking up a child will be charged a late fee. A fee of \$10.00 will be imposed 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

In the event that the child is not picked up by a parent / guardian or authorized person by 6:00 pm and the parent has not contacted the centre, the staff on duty will observe the following 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 still cannot be reached, the staff member will try again at 6:15 pm
4. Staff will then, telephone the Emergency Contact person listed
5. If staff are not able to reach a contact person then the staff member must notify
6. The emergency Contact and authorized pick up persons named in the file are the only people (other than the parent, police or C.A.S.) 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 Children's Aid Society and notify the police.
8. Late charges will apply.

Visitation Policy

Kinder College feels that children are entitled to a safe place in their space. Although we encourage parents to help their children integrate into the program and join us on occasions, we always keep the best interests of the child

as our top priority. Parents who have restricted access are prohibited from using the day care for visitation. Any deviation from this must be done in consultation with the custodial parent, site supervisor and must be in the best interest of the children.

Security of Centre

At Kinder College, we offer added security for your child. Too often child care centres are too accessible. We implement strict attendance safety policies, and our centre is equipped with a security system. The centre will be locked down from 9:00am - 5:00pm to prevent unauthorized visitors from entering the children's area.

Our live video feed of the classrooms available on the internet for our parents provides extra security and assurance in the centre. Online Video will be reviewed in more detail later in this handbook.

5. Health Policies

Children's Health Policy

At Kinder College, we must protect children from being exposed to disease. Individual children suffering from a high fever, vomiting, diarrhea or other infectious ailments 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 are fever, diarrhea or vomit free for 24 hours.

The staff's primary responsibility on a day to day basis is the overall well being and safety of the group. We are all aware that many children attend day care and school with colds and runny noses, however the following procedures are meant to lessen the possibility of flu and infections from spreading throughout the centre.

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

Sick Child Policy

Children get sick and even strict adherence to hygienic practices and the universal precautions guidelines will not eliminate the spread of germs (particularly air-borne infections) among children and adults in group settings. Children who are ill cannot attend child care programs if their own well-being or the well-being of other children is in jeopardy.

Families need to 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 with breathing
- Fever over 38 degrees centigrade 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 body and scalp
- Known or suspected communicable diseases
- Illness prevents child from participating in activities
- Requires greater need for care that the staff can't provide without compromising supervision ratio/requirements
- Unusual behaviour

Children who have some symptoms of illness may continue to attend the child care program with a doctor's note. Such circumstances include:

- Minor upper respiratory infections with no fever,
- Taking antibiotics but no fever or other symptoms of illness, and
- Chronic symptoms such as a low-grade fever or cough that have been diagnosed as non-infectious.

Daily Health Observations

Teachers ensure that a daily observation is made of each child in attendance in each day nursery before the child begins to associate with the other children in order to detect possible symptoms of ill health.

If a child appears to be ill and they will not be able to participate in the program as they pose a risk to themselves and the spread of germs to other children.

Communicable Diseases

When a child is diagnosed with a communicable disease (e.g., chicken pox) the child care program will advise the local public health unit as soon as possible, and the families of other children in the program.

Child care centers will make information from local public health authorities on the incubation and isolation periods of various communicable diseases available to parents. The Canadian Pediatric Society has prepared *Well Beings*, a health guide for child care programs. The publication includes fact sheets describing the symptoms and treatment for communicable diseases. The fact sheets can be reproduced and made available to parents. Further information is available in the Resource section.

Sick child at the centre

If the child develops any of the symptoms outlined above at the centre, the child is separated from the other children and the symptoms of the illness noted in the daily log book and a Sick Child form is made up.

If infants or toddler's have 2 episodes of diarrhea OR 2 episodes of vomiting parent(s) will be contacted and the child must be picked up. If preschoolers have 2 episodes of diarrheas AND/OR 2 vomiting parents will be called and child must be picked up. This policy is to ensure that Kinder College Early Learning Centre takes all measures to prevent any outbreak or spread of any communicable diseases. Any child who has been sent home because of diarrhea AND/OR vomiting must not return until they are free from ANY diarrhea AND/OR vomiting for 24 hours.

Parent(s) will also be called if any child (infant, toddler, preschool) has a fever of 38 degrees Celsius. Parent(s) will need to pick up their child immediately, and the child will not be able to return to the centre until the child has been fever free for at least 24 hours.

Procedures:

- The child is separated from the other children (into the designated sick child area – supervisor's office).
- Record incident into daily log book and make up Sick Child form.
- The child must be picked up if sick. The supervisor will make arrangements with parents for pick up.
- If an emergency, contact emergency department and parents.
- Make sure at least 1 staff member is always with child.

- If the sickness an unexplained or unexpected serious illness, the Site Supervisor is required to fill out a serious occurrence form and inform the Director with 12 hours.

General Illness

The centre must be notified if a child will be away for one or more days. If your child is sick then the centre should be informed of the symptoms of the illness in order to alert for symptoms in other children.

Doctor's Note

A doctor's note must accompany your child when the child returns to the day care after:

- a 2-week absence due to illness,
- a communicable disease,
- diarrhea for 3 days,
- suspected pink eye, or
- unknown rashes, spots or skin irritations

Immunization

All children and staff in the centre must be updated in their immunization records. Children may be exempt from immunization if immunization conflicts with their religious or cultural values. Parents must provide written statement for the centre in this case upon enrollment. Children without proper immunization and medical records or a written statement cannot enter into the program

Health Alert Reports

In order to keep parents informed about illnesses, rashes, lice, etc. in their classroom, Health Reports are posted outside classrooms listing illness, date reported, which room, number of children affected.

Medication Policy

Kinder College shall ensure that any recommendation or instruction of a medical officer of health with respect to any matter that may affect the health or well-being of a child enrolled in a day nursery is carried out by the staff of the centre.

All prescription medication can be administered to a child only when the following criteria have been fulfilled:

- a) A parent of the child gives written authorization for the administration of the drug or medication by filing out the *Medication Authorization Form*.
- b) Included with the authorization a schedule that sets out the times the drug or medication is to be given and the amounts to be administered.
- c) A written procedure is established by a legally qualified medical practitioner or a nurse registered under the *Health Disciplined Act*.
- d) The drug or medication is administered to a child only from the original container as supplied by a pharmacist or the original package and that the container or package is clearly labeled with the child's name, the name of the drug or medication, the dosage of the drug or medication, the date of purchase and instructions for storage and administration.

Non-prescription medication can be administered to a child only when the following criteria have been fulfilled. All substances that contain medicinal ingredients are considered medication including topical ointments and creams with the exception of over-the-counter sunscreens, moisturizing skin lotion, lip balm, insect repellent, hand sanitizer and diaper cream. Criteria to be fulfilled are the following:

- a) A parent of the child gives written authorization for the administration of the medication by filing out the *Medication Authorization Form*;
- b) Stored in accordance with the instructions for storage on the label; and
- c) The medication is administered to a child only from the original package and that the container or package is clearly labeled with the child's name and instructions for storage and administration.

Teachers are not qualified to effectively assess medical conditions and go by guidelines set by the Ministry of Education and the Toronto Health Department. Medications that mask symptoms such as cough medicines and Tylenol to reduce fevers will not be administered without a doctor's note. The reasoning is it may blur the line on whether a child can or cannot participate in the program and therefore unnecessarily exposing the other children and teachers of an illness.

Tempra/Tylenol/Advil may be administered with the above outlined information provided in the note from the Doctor. Parents whose child's temperature reaches 101F (before medication) will be contacted to pick their child up immediately as per public health regulations for illness.

Drugs or medication must be stored and maintained under the following criteria:

- a) All drugs and medication on the premises of the day nursery are,
 - i) stored in accordance with the instructions for storage on the label;
 - ii) inaccessible at all times to children;
 - iii) kept in a locked container (if the medication requires to be stored in a cool place, the refrigerator will be used).
 - iv) This does not apply to asthma inhaler and Epi-pen medications: these will not be locked up and will be on the child or available in the classroom.
- b) If a parent gives written permission in consultation with the family physician, the child may carry his/her own medication.

Medication Administration Procedure:

1. Two staff, are required to administer the medication. The second staff must not be a teaching staff in the same room to ensure adequate monitoring of children. In most cases it will be the supervisor, or if s/he is not available the director, or operations manager.
2. Teacher 1 reads out loud the medication instructions to the second staff;
3. Teacher 1 measures and verifies information;
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.

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 or "Pink Eye"

The child is removed from the program, if there is a discharge, from the time the symptoms first appear, and the parent is contacted. The child can return to the program once the prescribed medication has been administered.

Head Lice or “Nits”

The child is removed from the program from the time the lice or nits are discovered and the parent is contacted. The child can return to the centre once treatment has been completed. Treatment must be followed through until all signs of nits and lice are gone. The child will be inspected by a staff member upon arrival to ensure that treatment has been affective. All soft toys and clothes from the dramatic centre will be laundered in hot water.

Chicken Pox

The child is removed from the program from the time the disease is discovered and the parent is contacted. A physician's letter should accompany the child on their return to the centre stating that the child is well enough to participate in. The centre must notify public health.

Outbreak Management Plan

The definition of an outbreak is when two or more cases of enteric illness (symptoms include stomach pain, nausea and vomiting) linked in terms of time, exposure to source and most often location. Also when there are two or more cases with similar symptoms in a classroom in a 48 hour period. In the case of a communicable disease, the Public Health Department is informed. Unless the public health officials give other instructions, the staff will:

- Isolate all ill children until they can be taken home and send ill staff home (designated area is the supervisor's office or staff room).
- Notify parents or emergency contacts to pick-up ill children as soon as possible.
- Start a line list: record names, date of birth, gender, all symptoms, the date and time children and staff became ill and their room number or type (e.g., infant room or toddler room).
- Start additional control measures:
 - Increase the frequency of cleaning and disinfecting of common areas, high touch surfaces and toys.
 - Adequate supplies for Hand Hygiene and cleaning and disinfecting,
 - Appropriate disinfectant to kill circulating organism,
 - Suspend water and sensory play activities, and
 - Reinforce with staff, children and visitors the importance of keeping hands clean.
- Contact staff and the parents of children that are away from the day nursery (before the outbreak was declared) to inform them of the

outbreak and to identify if they are cases (e.g., do they have similar signs and symptoms of those currently ill?) If so, add them to the line list.

- Contact Toronto Public Health (TPH) to report the outbreak by calling the Communicable Diseases Surveillance Unit (CDSU).

Sanitary Practices

Hand washing

The most effective method of preventing the spread of infectious diseases in child care settings is hand washing by children and adults. Examples of hand washing indications are:

- wash hands upon arrival;
- before initial contact with children or handling items in the room; this should be done upon entry to any room;
- before putting on gloves when changing diapers or assisting with toileting;
- before preparing, handling or serving food or giving medication;
- after care involving contact with blood, body fluids, secretions and excretions of children or staff, even if gloves were worn;
- immediately after removing gloves and before moving on to another activity;
- before and after handling pets;
- and whenever in doubt.

Hand Hygiene posters (Hand Washing and Hand Sanitizing) must be posted as a constant reminder to children and staff to clean their hands.

Equipment and Toy Cleaning

- put aside any toys with cracked and broken surfaces
- toys that are mouthed or chewed are not shared with the other children before they are cleaned
- disinfection of toys and equipment will be on a daily basis

Tooth Brush Policy

Kinder College does not have brushing teeth in the daily schedule. Although we believe in promoting hygiene with the children, organizing a large group of children to brush their teeth greatly increases the possibility of spreading germs. At the centre, we believe that the child's safety is paramount and this particular hygiene practice can be effectively done at home.

Smoke-Free Environment

It is proven that effects of second-hand smoke on children can have highly negative effects. That is why the centre will implement a strict smoke-free policy throughout the centre. The purpose of this policy is to provide the highest level of safety for our students.

Toileting

If your child is still in need of diaper changing then parents must provide an adequate supply of diapers and diaper wipes and a complete change of clothes daily. Parents must also provide creams or powders that are needed for the child.

When the child is learning to toilet train, both teachers and parents will work together in order to help with the transition. It is essential during toilet training that your child has several changes of clothes that at this time. If your child's clothes get soiled throughout the day, it will be rinsed and placed in a plastic bag.

Biting Policy

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

To ensure that all employees are aware of and adhere to the directive established by Toronto Public Health (TPH), and Kinder College ELC when dealing with human biting incidents in early learning and child care centres.

When a human biting incident occurs employees must follow the procedures outlined below:

If the skin was not broken:

- Perform hand hygiene and put on gloves
- Clean the wound carefully with soap and water, apply a cold compress
- Dispose gloves and perform hand hygiene
- Put on clean gloves and rinse the biter's mouth with water (for infants, provide a drink of water). Dispose of gloves and perform hand hygiene
- Contact the parents/guardians of those involved in the incident and advise them to contact their health care provider regarding post-exposure advice; remember to keep information confidential regarding the biter/bitee's identity. You can inform the parents if the other child's immunization is up to date without releasing the identity of the other child. Complete an Incident Report Form and log information into log book per CCEYA requirements.

If the skin was broken:

- Perform hand hygiene and put on gloves
- Observe both children to see if there is any blood involved
- If there is blood, allow the wound to bleed gently without squeezing
- Clean the wound carefully with soap and water, apply a cold compress if appropriate
- Dispose gloves and perform hand hygiene
- Put on clean gloves and rinse the biter's mouth with water (for infants, provide a drink of water). Dispose of gloves and perform hand hygiene.
- Contact the parents/guardians of those involved in the incident and advise them to contact their health care provider regarding post-exposure advice. Remember to keep information confidential regarding the biter/bitee's identity. You can inform the parents if the other child's immunization is up to date without releasing the identity of the other child. Complete an Incident Report Form and log information into log book as per CCEYA requirements.

The child who has bitten will:

- Be told firmly by staff NO BITING – BITING HURTS. Staff will give words to the child to express their feelings.
- Be redirected to other areas
- Try to offer comfort to the other child
- Parents of the child will be informed of the incident upon pickup. Staff will discuss with the parent techniques to use with the child and inform them of the policy. If the skin is broken, the parents will be called at their daytime phone number and informed of the incident.

In order to eliminate biting, staff will consistently:

- Use preventative methods, such as redirection when children are exhibiting inappropriate behaviors.
- Observe children and watch for signs of anger and frustration, and anticipate times and transitions when children are more likely to act out inappropriately.
- Promote language and pro social behaviors through programming, activities and role modeling.
- Provide an abundance of activities for the children.
- Follow daily schedule to ensure a consistent environment and daily routines.

In the event a child develops a pattern of biting, staff will:

- Meet with parents of the child to discuss techniques, observations and recommendations.
- Shadow the child during the day to promote positive reinforcement for pro social behaviors.
- Offer a toy to the child to bite or food.
- Physically separate the child from the targeted child. This will be done by using smaller groupings throughout the day.
- Keep a running log of biting occurrences, including such information as who, what, when, how for each child, who has bitten more than once. This will be done to give staff and parents a better understanding of what triggers this behavior.

6. Food and Allergy Policy

Food Policy

At Kinder College we will offer highly nutritious meals and snacks throughout the day. The following are additional policies and procedures that promote the safety of the children in the program.

Allergy and Special Diet Policy

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

Information of children's dietary restrictions and allergies will be posted in each cooking and serving area that sets out the names of the children enrolled in the day nursery that have food allergies and their respective allergies.

Any change 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, the parent must provide an up-to-date auto-injector (EpiPen). In conjunction with the parent and the supervisor, will develop an individual plan and emergency procedure, which will include a description of the child's allergy, monitoring and avoidance strategies, signs and symptoms of an anaphylactic allergy, and action to be taken by the staff in the event that a child has 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 on the

anaphylactic emergency procedures. This procedure is reviewed by parents and staff at least once annually.

To ensure the well-being of children who have anaphylactic reactions it is imperative that the auto-injectors are available at the child care centre at all times. If a parent does not provide auto-injectors, or fails to replace an expired auto-injector, admission to the program is denied. If a parent believes the child no longer requires an auto-injector, a written confirmation by the parent be required.

Food from Home Policy

At Kinder College, we strive to offer the most nutritious, diverse and delicious menu to our young learners. If our menu does not accommodate your child's dietary needs (for example 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 of a child in attendance, the following criteria must be fulfilled:

- a) The container for the food or drink must be labeled with the child's name and full list of ingredients;
- b) Stored so that food maintains nutritional value and does not spoil;
- c) Food/drink from home has no peanuts or traces of peanuts as an ingredient;
- d) Whole foods are best - such as fruits and veggies, or meals fully prepared at home so that parents can verify the ingredients used in the food. Food prepared at restaurants are not permitted since parents cannot fully guarantee the ingredients used to prepare food.

Expressed Breast Milk

Breast milk is a body fluid and may potentially contain pathogens acquired intrinsically (from the mother) and extrinsically (contamination during collection and handling). Improper handling of breast milk has been shown to result in contamination with pathogens associated with infections such as *Staphylococcus aureus*, *Klebsiella pneumoniae* and *Pseudomonas* species.

Safe handling, thawing, storage and administration are required in order to minimize the risk of infection to children and staff. Routine practices apply when handling breast milk, as with other body fluids. Hands should be cleaned before handling expressed breast milk (EBM). Staff should wear gloves when handling EBM, if there is a risk of getting milk on the hands.

Hands must be cleaned after contact with EBM. If another child consumes EBM intended for someone else, call TPH immediately.

When handling EBM:

- Keep refrigerated until use at a temperature of 4 degrees Celsius or colder
- Ensure bottles and containers are labeled (date, name of infant/child and name of mother)
- Gloves must be worn if EBM is dispensed into a cup or from one container to another
- Children drinking EBM from a cup must be supervised
- Discard any left over EBM not consumed by the child

Sweets and Junk Food

We do not allow sweets or junk food for your child during the time at the centre. The program has a nutritious meals and snacks throughout the day so you child will not need snacks from home.

Peanut-Free Environment Policy

There are no foods containing peanut products permitted in the centre. Parents are encouraged if they have these items on hand, to leave them inside the car when picking up your child. Our “peanut-free zone” policy in the centre is a strategy to reduce the risk of exposure to anaphylactic causative agents.

7. Safety Policies

Safety Policy

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

Clothing Safety

To prevent the risk of strangulation, please remove all strings from jacket hoods. If at all possible, choose jackets which have hoods that close with Velcro. When tying a scarf, tuck the ends of the scarf into the scarf itself, once it is around the child's neck, or keep scarf on inside of the jacket.

Please label all your children's clothing. While all efforts will be made to locate misplaced items, we cannot be responsible for keeping track of unmarked clothing.

Accident Reports

Staff will immediately attend to an injured child and administered First Aid as needed. If the injury requires and 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 site.

This report will be presented to you when you arrive to pick up you child. Should you have any questions or need more information, please speak with the staff 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 all parents to view near the front and back entrances of the building. This posting includes information such as the date, description of incident, action taken by centre. No identifying information will be included in the Serious Occurrence Notification Posting such as child and staff names or initials, age, date of birth, age group/room.

Emergency Management Policies and Procedures

The centre has in place emergency policies and procedures which provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

In case of evacuation, we will gather at 168 Simcoe Street Condo – east side of building.

If it is deemed 'unsafe to return' to the child care centre, the evacuation site to proceed to is located at: St. Andrew's Presbyterian Church, 73 Simcoe St, Toronto, ON, M5J1W9

Immediate Emergency Response Procedures:

Emergency Situation	Roles and Responsibilities
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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.

- 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:
 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:
 - close all window coverings and doors;
 - barricade the room door;
 - gather emergency medication; and
 - join the rest of the group for shelter.
- The Supervisor or designate will immediately:
 1. close and lock all child care centre entrance/exit doors, if possible; and
 2. take shelter.

Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.

<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>

Disaster Requiring Evacuation

A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.

1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.

2) Staff must immediately:

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.

3) If possible, staff should also:

1. take a first aid kit; and
2. gather all non-emergency medications.

4) Designated staff will:

- 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.

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>Disaster – External Environmental Threat</p> <p>An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>8. 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"> ○ remain calm; ○ gather all children; ○ go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways; ○ take children's attendance to confirm all children are accounted for; ○ remain and keep children away from windows, doors and exterior walls; ○ keep children calm; ○ conduct ongoing visual checks of the children; and ○ wait for further instructions.
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**Natural
Disaster:
Major
Earthquake**

- Staff in the program room must immediately:
 - remain calm;
 - instruct children to find shelter under a sturdy desk or table and away from unstable structures;
 - ensure that everyone is away from windows and outer walls;
 - help children who require assistance to find shelter;
 - for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck;
 - find safe shelter for themselves;
 - visually assess the safety of all children.; and
 - wait for the shaking to stop.

- 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:
 - 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:
 - 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:
 - 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.

Evacuation Procedure from Rooftop Playground

Due to the nature of a rooftop playground, additional precautions are needed to be in place for the overall safety of our children and staff. Evacuation procedures are posted near the north and south entrances to the playground. The rooftop has two emergency exits (one on the north, which exits to the rear laneway, and the other on the south side which leads to Richmond Street).

9. Child Care Tax Deduction

Income Tax Receipt

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

10. Other Useful Information

Special Occasion / Birthday Policy

Parents may have a birthday celebration during classroom periods. These arrangements will need to be made in advance.

At Kinder College we work hard to ensure that students' minds and bodies are ready for learning each day. In addition to the hard work our teachers and staff do every day to prepare students for success in the classroom, we also support learning by providing highly nutritious foods.

With this in mind, I would like to remind all parents who wish to bring in snacks from home for your child's birthday is that only healthy snacks are permitted (fruit or veggie platter, yogurt or you can ask a teacher for suggestions).

Snacks high in sugar and low on nutrition such as birthday cakes or cookies conflicts with our policy to offer our kids the freshest and healthiest meals.

Please note that it is the full discretion of the teachers whether foods/snacks parents' supply will be offered to other classmates.

Toys & Games from Home

Unless it is on a special occasion (show and tell), our program does not allow the children to have toys from home into the program. We believe that toys from home may distract the children from the curriculum. Also because there will be only one of the toy in the room, this may cause unnecessary disputes

over toys. Our centre has wide range and a large number of developmentally appropriate activities for your child's needs.

Clothing

Parents are to have an extra set of clothes for the child at the centre. A shirt, pants, underwear, socks are recommended. Children are also to have indoor shoes at the centre. The purpose for indoor shoes is to maintaining 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 wish to provide their own sunscreen the container must be clearly marked with the child's name and must be within the expiry date. Parents will be asked to sign permission to apply one or the other of either sunscreen provided by the Centre or by the family.

Diapers and Toilet training

Parents are will be responsible for providing the necessary diapers. Toilet training is a cooperative effort between the child, the parent and the teaching staff.

Classroom Video on Internet

All of our classrooms are equipped with a video monitoring system. Parents can log onto the classroom through our website using a password system and view the classroom. We provide this for parents to give you additional piece of mind.

Volunteering at Kinder College

The Preschool and Toddler rooms take field trips out into the community at various times in the year. Examples would be a trip to Centre Island in the summer or a trip to a pumpkin patch in the fall. When these trips are planned parents and/or other family members often enjoy attending the trip along with their child and may also wish to assist staff by supervising one other child on the trip. The Kinder College Volunteer policy is as follows:

1. No child is supervised by a person under 18 years of age, i.e. siblings under 18 years of age may not act in a volunteer capacity;
2. Only employees of the Kinder College Early Learning Centre are permitted direct unsupervised access with children (i.e. when the adult is alone with the child). Parent volunteers must keep their small "group" together with

the larger group of staff, children and other parent volunteers, and not go off on their own.

3. 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 under the Vulnerable Sector category are required for all parent/family member volunteers. If the parent/family member volunteer lives within Toronto, the centre will provide the TPS Consent to Disclosure of Personal Information for the Police Criminal Reference Program.
5. The centre's behavior guidance, anaphylactic, child abuse policies as well as emergency procedures are reviewed and recorded for all volunteers before commencing their work at the centre and at least annually afterward (these policies are contained in this parent manual and must be read and signed in acknowledgment of understanding before the volunteer capacity begins).
6. The centre will monitor volunteers to ensure that they are using acceptable behavior guidance practices with the children. Any concerns will be brought to the supervisor who will deal on an individual basis with the volunteer to address the concern. If the concern cannot be mitigated the volunteer capacity will need to be reviewed.

What to bring my first day?

Don't know what to bring on your child's first day? Use this checklist for items to bring on or before the first day.

Infant Room

- Diapers, wipes, any cream use during diaper change
- Labelled bottles, snacks, food (if not eating food from the centre)
- Blanket or any sleep toys/stuffed animals your child may use to sleep with
- Spare clothes
- Winter: outdoor boots, hat, mittens, outdoor snow suit
- Summer: sunscreen, hat
- Pacifier (if needed)

Toddler Room

- Diapers, wipes, cream (if potty-training)
- Blanket and any toys/stuffed animals to be used only at sleep time
- Extra change of clothes
- Indoor and Outdoor shoes
- For winter: mittens, hat, snow pants, outdoor jacket
- For summer: sunscreen, hat

Pre-school Room

- Pull-Up Diapers, wipes, (if potty-training)
- Blanket and any toys/stuffed animals to be used only at sleep time
- Extra change of clothes
- Indoor and Outdoor shoes
- For winter: mittens, hat, snow pants, outdoor jacket
- For summer: sunscreen, hat

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

Kinder College Tuition and Deposit Overview

The security deposit and future monthly tuition payments will be done via direct payment. Please remember to bring in a void cheque (or your account information from your bank) along with the completed forms for registration.

Tuition Rates

Program	Monthly		Daily	
	Full Fees	After CWELCC 52.75% reduction	Full Fees	After CWELCC 52.75% reduction
Infant (birth to 18 months)	\$2,396.54	\$1,132.37	\$110.19	\$52.06
Toddler (18 months to 30 months)	\$2,007.73	\$948.65	\$92.31	\$43.62
Preschool (30 months to 4 years)	\$1,617.30	\$764.17	\$74.36	\$35.14

Deposit

Program	Security Deposit	Access Key	Total
Infant (birth to 18 months)	\$1,101.86	\$70.00	\$1,171.86
Toddler (18 months to 30 months)	\$923.09	\$70.00	\$993.09
Preschool	\$742.58	\$70.00	\$813.58