

**CARDINAL LEGER
CHILD CARE
CENTRE**

**PARENT
HANDBOOK**

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WELCOME PARENTS!

We are happy that you have made the decision to send your child to our Centre. Once your child is enrolled we intend to make their time here as happy, enriching, and as safe as possible.

Cardinal Leger Child Care Centre (CLCCC) has been providing quality child care since 1989. We are a not for profit, community based Centre. There are Registered Early Childhood Educators in each room to provide your child with an optimum program. Operation of the centre is overseen by a volunteer Board of Directors made up of parents and members of the community. The Board meets once a month to ensure that objectives of the programs are being met, to make plans for the future, and to give the Board and Centre Director an opportunity for discussion. It is also the Board's responsibility to review the Centre policies, to update them and ensure that they are current and within compliance. Parent participation, suggestions and questions are always welcome.

CLCCC is licenced by the Ministry of Education, Early Years Division. We hold a Purchase of Service Agreement with the City of Toronto, Children's Services. The Centre operates independently of Cardinal Leger Catholic School yet we strive to maintain a close relationship with staff and students of the school. We believe that both school and child care play a great role in the socialization process and that community spirit are essential.

CLCCC offers care to children in four different programs as follows:

Toddler Room: 18 – 30 months

Preschool Room: 2 ½ - 3.9 years

B&A Kindergarten Room: 4-5 years*

Schoolage - Primary: 6-8 years

Schoolage – Junior: 9-13 years

*Please note that when the Ministry of Education implemented FDK it was intended to provide children with a seamless day. Therefore, your child must attend the B&A KG program located in the school the child attends.

In the attached handbook you will find policies and procedures that help us to maintain a safe and happy environment for your child. Please be sure to read and understand all of these policies and procedures as they are agreed upon conditions of admission.

PROGRAM STATEMENT

This Program Statement document captures the philosophy and goals that guide our program for our children. It describes the strategies we use to realize these goals, the plans of action to execute the strategies and the practices to implement, monitor and evaluate those action plans and continually improve our performance.

Philosophy:

Cardinal Leger Child Care Centre (CLCCC) provides activities and experiences to children using “How Does Learning Happen” and “Early Learning Framework” as the framework to guide programming and pedagogy. How Does Learning Happen reflects the province’s view of children as competent, capable, curious and rich in potential. It is grounded in current research in early child development and provides a positive framework to support children and families.

CLCCC respects the individual differences in social, emotional, intellectual, physical and cultural backgrounds. We monitor each child’s development formally and informally as we go through the day. We believe that each child deserves to receive the support necessary, from educators and community resources, to participate regardless of ability, gender or cultural background and that these diverse needs should be reflected in the program and environment.

We aim to provide a warm, stimulating, child-centred learning environment that encourages the child to socialize. We recognize that each child needs to play and work at his/her own developmental level. Our environment fosters active learning through stimulating experiences that are warm and secure. Our program promotes supportive relationships among the children in our care, their families, our students, volunteers and educators. We are committed to modeling personal and professional integrity by practicing open and respectful communication and maintaining collaborative working relationships.

We will attempt to incorporate into the program, activities, which will make use of the natural environment by participating in nature walks and observations, to instill our children a love and respect for nature.

We believe that children develop best as individuals in a social setting. We encourage children to demonstrate their feelings and needs through interaction and cooperation with peers and with adults. Children are taught to recognize that their actions have consequences. Furthermore, they are taught skills, including self-regulation, that help them to resolve conflicts with minimal adult intervention. We also want children to understand and have respect for themselves, their peers, their educators and their environment.

The centre has a commitment to foster the foundational conditions that are important for children to grow and flourish:

- 1) Belonging - 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.
- 2) Well-Being – the importance of physical and mental health and wellness; incorporates capacities such as self-care, sense of health and self-regulation.
- 3) Engagement – 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 thus helping them to develop skills such as problem solving, creative thinking and innovating.
- 4) Expression – to be heard as well as to listen; through their bodies, words and use of material, children develop increasingly complex communication.

Strategies and Plans of Action:

1. To provide child-initiated and adult-supported experiences.

- Allow time and choice for explorations both indoors and outdoors covering all developmental areas
- Asking open ended questions with children
- Collaborating for children to express their ideas
- Bringing the inside activities outside and outside activities inside
- Plan activities that are child initiated and driven
- Provide a supportive learning environment based on the children’s interests and skills
- Materials will be offered without expectations as the children complete the task/experience

2. **To encourage the children to interact and communicate in a positive way and support their ability to self-regulate.**
 - Create connections between children
 - Follow their lead in play, get down on the children's level
 - Being respectful
 - Role model, encourage, reinforce and praise positive communication
 - Support children through difficulties through behaviour management strategies, acknowledging and labeling emotions

3. **To plan for and create a positive learning environment and experiences in which each child's learning and development will be supported.**
 - Allowing and encouraging independence
 - Activities will be based on the children's interest and skills following their lead
 - Activities and learning environments will be accessible
 - Educators will encourage and support children through their interactions through role modeling

4. **To promote an environment which is healthy, safe and supports the general well-being of the children.**
 - All educators are trained in standard first aid and infant CPR level C
 - All educators have up-to-date immunizations
 - All educators must have a vulnerable sector check (VSC) or offence declaration (OD) as required under the Regulation no later than 15 days after the anniversary date of the previous VSC or OD
 - Practicing monthly fire drills
 - Playgrounds inspected daily, monthly, seasonally and annually
 - Having appropriate child size furniture, equipment (both indoors and outdoors), utensils etc. all safe and in good repair
 - Being aware/planning for meals/culturally diverse/food restrictions/allergies following Canada's Food Guide with a safe food preparation area
 - Displays will be inclusive and changed regularly to reflect children's interests/work
 - Comply with all Public health procedures and practices i.e. toy cleaning, hand washing, glove use, hand sanitizing, toileting and diapering maintained
 - Ensure supervision of the whole environment and safely for all through environment checks reporting any unsafe materials/equipment to the Director
 - Provide safe risk taking to build self confidence and self worth

5. **To support positive and responsive interactions among the children, parents and educators.**
 - Greeting children and parents warmly
 - Building authentic, meaningful relationships with children and families
 - Learning about family's cultures/languages
 - Become genuinely immersed/involved with the growth and well being of the children
 - Encouraging families to spend time in their child's room regularly and planning events annually that facilitate parent/child activities in the classroom
 - Provide ongoing communication with parents through positive daily feedback verbally, HiMama daily entries, informal meetings, pictorial displays etc.
 - Provide or have available resources connecting with children's developmental age/stage
 - Making connections between home and school through established relationships
 - Communicating with other educators to ensure consistency with children and families
 - Being aware of children's needs
 - Listening to and respecting parents' requests and if applicable discussing strategies with parents that meet the child, family and program's needs whenever possible

6. **To foster the children's exploration, play and inquiry.**
 - Let the children lead in their learning journey
 - Allowing time for children to finish their play
 - Provide an intentional plan for learning experiences that promotes on-going opportunities and growth
 - Plan activities based on their interests, skills and observed interests

- Actively listen to the children
 - Scaffold learning opportunities into other areas
 - Be a co-constructor of learning and play
 - Encourage problem solving
7. **To incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day and consider the individual needs of the children receiving care.**
- Time is planned for indoor/outdoor play as well as active play, rest and quiet time daily
 - Allow natural lighting to illuminate playrooms as much as possible
 - Parental requests received will be accommodated to the best of our abilities
8. **To foster the engagement of and ongoing communication with parents about the program and their children.**
- Ensuring parents are up to date with their child's daily routines by making daily entries and sending reports home to parents daily through HiMama
 - Encourage parents to respond to observations shared in HiMama
 - Visual Early Learning Framework displays will be changed seasonally incorporating all the children
 - Program plans are posted and have a section listing observations and skills of children
 - Monthly goals for each group are posted in their respective rooms along with notices of any special events/visitors
 - Social events are planned throughout the year to include parent involvement
 - Parents are encouraged to participate in the program in any way they are comfortable i.e. reading a book, teaching a language, singing a song etc.
9. **To involve local community partners and allow those partners to support the children, their families and educators.**
- Welcome parents and other visitors into the classroom
 - Collaborate with community partners i.e. Early Years Centres, Cardinal Leger Catholic School, Special Needs Resource Consultant, Speech and Language, Community Colleges, Consultants, Ministry of Education Specialists, Toronto Children's Services Consultants, Public Health, AQI Personnel, Ministry of Labour etc.
 - Have resources available to parents
10. **To support educators who interact with the children in relation to continuous professional learning.**
- Educators will have annual performance reviews based on the Centre's Program Statement
 - Educators must maintain the membership with the College of ECE's and remain in good standing
 - Educators will mentor new employees and students at the Centre
 - Educators are encouraged and the Centre will cover the cost for Professional Development (workshops, visits to other agencies etc.)
 - Courses and workshops will be taken based on each educator's professional learning plan or through goals set at an annual performance review
11. **Promote an environment which ensures good nutrition and safe food preparation.**
- Being aware/planning for meals, food restrictions, allergies following Canada's Food Guide with a safe food preparation area
 - Provide a well balanced and culturally diverse menu rotating from Spring/Summer to Fall/Winter using seasonally available foods
 - Educators will be encouraged to have their Food Handlers Certificate
12. **To document and review the impact of the strategies set out in the program goals on the children and their families.**
- Through monthly staff meetings, annual performance reviews, Board meetings, parent feedback

Plans of Action:

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

Daily written and visual schedule; program plan; learning experiences; indoor physical environment; displays; art and sensory; books, language and literacy; music and accessories; physical play learning experiences; cognitive and manipulative; science and nature; blocks and construction; pretend play; care practices; meals and snack time; cots and bedding; health and safety; toys & play equipment hygiene; transitions and attendance verification; positive atmosphere; supervision of children; fostering children's independence; development of self-esteem; behaviour guidance; communication and extending children's learning; menu and/or snack adaptations; food substitutions; preparation, handling and transportation of food; health and safety kitchen and/or food preparation area; connecting and collaborating with local community and institutions; outdoor playground environment

PROHIBITED PRACTICES

In accordance with the Child care and Early Years Act, the following will not be permitted at Cardinal Leger Child Care Centre:

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

Failure to comply with these policies could result in immediate suspension and dismissal.

Various criteria will be considered when determining which disciplinary measure to take.

Criteria will include:

- seriousness of the offence
- actual or potential risk, or harm to the child
- past performance of the educator, in general
- frequency of occurrence
- previous disciplinary action taken

In the event that immediate suspension and dismissal are not necessary, based on the previous defined criteria, the following steps will be taken:

- 1) Identify the difficulty and reasons for it.
- 2) Discuss the implication with respect to each child.
Specify ways of employing positive methods of behaviour management.
Commit the results of the discussion to writing and have all concerned sign.
- 3) Trial periods whereby the educator improves her management methods and the Director observes.
Further discussions and results again committed to writing and signed by both parties.
If no improvement is shown over a one month period, and if the educator does not appear to be trying, then termination of employment will be required.

FEES

Fee Schedule

Fees are reviewed annually or as needed by the Board of Directors. When fees need to be increased, a minimum of one month's written notice will be given to parents. Fees for each of our programs can be found on our website www.cardinallegerchildcare.com as well as they are posted in each room. Current fees apply to each room regardless if your child is overage.

The fees will not be adjusted in any way for statutory holidays, vacations, illness, or if your child is absent from the program for any reason.

Method of Fee Payment

Payment is to be made by email transfer to Cardinal Leger Child Care Centre by the first of the month. If an email transfer is not possible a cheque will be accepted.

NSF Cheques

In the event Cardinal Leger Child Care Centre receives an NSF cheque, the family will be notified and required to replace the amount along with a \$50.00 NSF fee immediately via email transfer, money order, or certified cheque. Should this occur on two or more occasions, future payments may be required via email transfer, money order, or certified cheque.

Outstanding Fees

If payment has not been received by the 15th of the month, the Centre reserves the right to withdraw the child upon two weeks' notice. The Director will contact the family to make arrangements for a payment plan. If the account is still in arrears at the 30th of the month the family will receive a letter from the President and Treasurer notifying the family that full payment must be made within 5 business days or this will be considered your 2 weeks' notice for withdrawal from the program. If full payment has not been received within 4 weeks the outstanding amount will be sent to a collection agency.

Any family who has withdrawn their child from the Centre with fees in arrears, and those who have had their child care services terminated or suspended due to fees in arrears, will not be eligible for readmission until such time all fees and applicable penalties are paid in full.

Tax Receipts

Income tax receipts will be issued in February for fees paid in the previous year. A \$15 administration fee will be charged for duplicate tax receipts.

PROGRAM INFORMATION

Days Centre is Closed

We are open 7 am to 6 pm Monday to Friday 12 months of the year, but are closed for the following statutory holidays: Thanksgiving Day, Christmas Day, Boxing Day, New Year's Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Civic Holiday and Labour Day.

The centre must also adhere to the Custodian schedule as set by TCDSB and may not be open without the Custodian on site – the Centre will closed ½ day for Christmas Eve and New Year's Eve.

Snow Closure Policy

The decision to close the centre will be made by the Director in consultation with the TCDSB based on the weather forecast and advisories. Fees are not refunded for the time the centre is closed due to inclement weather.

Late Arrival Policy

If a child remains in the Centre past the scheduled closing time of 6:00 p.m. an overtime fee will be charged as follows: \$5.00 for the first five minutes and \$1.00 for each additional minute. If this happens more than twice in any month then this fee will be doubled for each additional time late within that month. A late arrival form will be completed and signed by the parent and staff on duty.

The Centre must be contacted by the parent by 5:45 p.m. if unable to arrive by 6:00 p.m. to advise the staff and give an estimated time of arrival if unable to arrange for an alternate pick up person. Special circumstances will be considered if arriving late (i.e. snowstorm, Public Transit breakdown etc.).

If unable to contact the Centre by 7:00 p.m., the Police and Children's Aid Society may be contacted.

Guardianship/Custody Rights

Parents with custody rights must submit legal documentation to demonstrate their rights. Cardinal Leger must be promptly informed about any change in the status of the custody rights. It must be stressed that where there is a dispute as to custody rights, the physical and emotional security of the child in question is the only concern of Cardinal Leger. This policy will be enforced without prejudice.

No Smoking

Cardinal Leger Child Care Centre is a smoke free centre. Smoking or holding a lighted cigarette is prohibited at all times in the centre or in the playground whether children are present or not. Any person who refuses to comply is in contravention of the Smoke-Free Ontario Act. The local health department may be contacted for more information.

This policy will be reviewed with all educators, parents and students prior to commencement at the centre and annually thereafter with educators.

Flushing for Lead

Water testing will be conducted annually as per the Safety Drinking Water Act, 2002 and Ontario Regulation 243/. Every Monday morning prior to the children arriving, the first 2 staff on duty will turn on all the taps and let the water run for between 1-5 minutes to ensure the safety of our water. Records will be retained on file for 6 years.

Parking at the Centre

For the convenience of the parents to drop off and pick up their children there are 2 designated spots directly across from the front gate. There are also additional spaces available along the same side. Emergency vehicles must always be able to get close to the front door. All parents and their children must be able to enter and leave the centre easily. Please do not leave your motor running. Children are playing in the playground close to the parking lot.

Safety

The staff will make every attempt to ensure that the children are playing in a safe environment. No child will be left without adequate supervision and reduced ratios are not permitted during outdoor play. In particular, in the playground, staff will ensure that children are visible by at least one staff member. Equipment which possesses a higher level of risk to children will have a staff positioned at that point to minimize the hazards. Other safety measures such as controlling access to equipment, etc. will be taken.

Fire drills will be held on a monthly basis and all staff are expected to know and practise their escape routines. Parents are encouraged to discuss these drills with older children. Parents must participate in the Drills if they are on the premises. Each child's chart has a record of accidents or ill health. All accidents in the Child Care Centre will be documented by the staff most closely involved. Documentation will be reviewed and filed by the Director. Parents will be offered a copy of the accident report.

Responsibility/Liability

Cardinal Leger is not responsible for any loss or damage to clothing or property of the child while attending the centre.

Waiting List Policy

A waiting list will be kept for each age group within the centre. Information required for waiting list:

- Parent's Name and Address
- Contact Information – Phone Number and Email
- Child's Name
- Child's Birthdate
- Date Space Required For
- School Child will be Attending

If a family contacts the centre with a request to be put on the waiting list their call will be directed to the Director. If the Director is unavailable the family will be asked to send an email to clccc@bellnet.ca. The request for waiting list form will be completed by the family.

Admission will be taken according to chronological order from date put on the list. Priority will be given to children with siblings already enrolled in the centre.

Families will remain on the waiting list for 12 months unless a specific date for care required is given beyond this time or the family contacts the centre to update information within the 12 months.

Families may inquire as to their position on the waiting list at any time by contacting the Director by phone, email or in person and she will convey that information to them.

Fresh Air

The CCEYA states that all children must be playing outside for a minimum of two hours per day, weather permitting. N'sheemaehn has an Inclement Weather Policy that includes guidelines surrounding wind chill and heat and smog. The children will not go outside if the following conditions exists:

There is a smog alert

30 degrees Celsius plus high UV rating

Below -15 degrees Celsius with the wind-chill

Please make sure your child has suitable clothing for the weather outside. It is always better to be prepared for the coldest weather. Please send your child in layered clothing, especially in the spring and fall. Parents are encouraged to send summer footwear with straps on back (no flip flops) and if possible, the toe enclosed.

Sun Screen Policy

The children enjoy outdoor play for 1 hour twice daily. To ensure that the children are protected from harmful UVA/UVB rays we ask that each child have a bottle of sunscreen labelled with their name left in their cubbies. The children should arrive each morning with sunscreen already applied. The staff will reapply the sunscreen during the day as needed. The children should also have a sun hat at the centre each day.

Medication

There are a number of regulation involved in administering medication to children in a child care program. These rules and regulations are written to protect the staff as well as the children. These requirements must be adhered to by all staff and parents.

1. All medicine must be prescribed by a doctor. This means a pharmacist's label must be attached to such drugs as cough medicines and decongestants, showing that your doctor has prescribed them. Non prescription medicine must be accompanied by a note from the doctor.
2. No medicine will be given if it has been prescribed to another member of the family. It must be clearly labeled with the child's name on it.
3. No outdated medicine will be given. Outdated medicine will be returned to the parents in the original container.
4. Medicine must be stored in the original container with the pharmacy label attached. The label must include the following information: child's name, dosage instructions, expiry date.
5. The Medication Authorization form must be completed and signed by the parent before any medicine can be administered by a staff member.
6. Once medication has been administered it will be recorded on the Administration Record and be initialed by the 2 staff administering.
7. We are aware that parents are often in a hurry in the morning, however; it is very important that all medicine be stored in the locked container available. Medication should NEVER be left in the child's cubby.

Since the Centre is bound by the regulations listed above, medicine will only be administered if these guidelines are being met.

\Respect to Sleep

Purpose

Children's sleep and rest play an integral part in a child's well-being and development. The purpose of this policy and procedures described within is to provide staff, students and volunteers with rules and procedures to follow to safeguard children from harm, injury or death while sleeping.

Procedures for monitoring sleeping children reduce the risk of harm or injury so that caregivers can look for and identify signs of distress and implement immediate responses to protect the health and safety of children.

Policy**General**

Every child enrolled in Cardinal Leger Child Care will be provided with a sleep/rest period of not more than 2 hours as required by the Child Care and Early Years Act.

Each child in the toddler and preschool programs will be provided with a cot (labelled with the child's name), sheet, blanket and pillow. These will be washed weekly or as needed. Children may bring in their own blanket and/or soft toy if preferred. A sleep room diagram/map showing placement of each child's cot will be posted in the sleep room.

Consultation with Parents

All parents of children who regularly sleep at the child care centre will be advised of the centre's policies and procedures regarding sleep at the time of their child's enrolment. This information will be available to parents in the Parent Package posted on the centre's website.

Upon enrolment parents will be consulted respecting a child's sleeping arrangements and at any other appropriate time, such as at transitions between programs or upon a parent's request.

Written documentation will be kept in each child's file to reflect sleep patterns identified by their parent, and updates to the documentation will be made whenever changes are communicated to the child care centre.

Parents will be notified of the child's sleep patterns through the HiMama App including length of sleep, behaviours during sleep etc.

Any changes in sleep behaviours will result in adjustments being made to the child's supervision during sleep time, where appropriate, based on consultation with the child's parent.

In the toddler program Individualized Plans will be posted for children that will indicate any special requirements during sleep time and these will be signed by the parents.

Direct Visual Checks

Direct visual checks of each sleeping child will be conducted for indicators of distress or unusual behaviours. Direct visual check will be documented for children in the toddler program by staff in the Hi Mama App and verbally told to the other staff in the program.

A minimum of 1 staff member will be present in the sleep room at all times. A visual check of the children will be performed at a minimum of 30 minute intervals.

Staff will ensure that all sleep areas have adequate lighting available to conduct the direct visual checks of sleeping children.

Procedures for Completing Direct Visual Checks

1. *Staff must:*
 - a. Be physically beside the child
 - b. Check each child's general well-being by looking for signs of distress or discomfort including: laboured breathing, changes in skin temperature, changes in lip and/or skin colour, whimpering or crying, lack of response to touch or voice.
2. *Where signs of distress or discomfort are observed, staff who conducted the direct visual check must attempt to wake the child up. Where no signs of distress or discomfort are observed, proceed to step 3.*
 - a. Where the child wakes up, staff must:
 - i. Attend to the child's needs
 - ii. Separate the child from other children if the child appears to be ill
 - iii. Document the incident in the HiMama App and in the record of illness chart, where applicable.
 - b. Where the child does not wake up, staff must immediately:
 - i. Perform appropriate first aid and CPR if required
 - ii. Inform other staff, students and volunteers in the room of the situation

- iii. Contact emergency services or where possible, direct another individual to contact emergency services
 - iv. Separate the child from the other children or vice versa if the child appears to be ill
 - v. Inform the Director/designate of the situation
 - vi. Contact the child's parent.
 - c. Where the child must be taken home or to the hospital, the Director or designate must immediately:
 - i. Contact the child's parent to inform them of the situation and next steps.
 - d. Where the child's condition has stabilized, and/or after the child has been taken home and/or to the hospital, the staff who conducted the direct visual check and any staff who assisted with responding to the incident must:
 - i. Follow the serious occurrence policy and procedure, where applicable
 - ii. Document the incident in the daily written record
 - iii. Document the child's symptoms of illness in the child's record
3. *Staff must:*
- a. Adjust blankets as needed
 - b. Ensure the child's head is not covered
 - c. Ensure there are no other risks of suffocation present
 - d. Document the date, time and initial each direct visual check on the room's sleep monitoring record and in the HiMama App if applicable
 - e. Verbally inform other staff in the room that the check has been completed.

Additional Sleep Supervision Procedures

For children who do not sleep or wake up early they will be provided with alternate activities according to each room's plan.

Arrivals and Departures

The children's arrival must be acknowledged by the staff of the program to maintain the continuity and smooth operation of the planned activities, all children should arrive before 9:00 a.m.

If a child is sick, late or will not be present at the Centre for a day, parents are asked to notify the staff of the program before 9:00 a.m.

When a school age child is picked up from school in the middle of the day, parents must notify the Centre. We need to be informed so the child is not assumed lost or missing at 3:30 p.m. dismissal from school.

The children are involved in many new and exciting activities throughout their day. Plan on taking a few minutes to chat with your child's teacher at the beginning and end of each day so you may be a part of their growth and learning. Talking with your child about their day's activities will enrich their experiences.

Children will be allowed to leave the Centre only with their parent, unless otherwise stated in writing by the parents. The Centre reserves the right to request identification from those individuals picking up the child, especially if the Centre has never met this person. Child care staff will not allow a child to leave the Centre with a person they do not know unless these precautions have been taken.

Field Trips/Excursions

The children will occasionally participate in field trips, especially during the summer months. A signed excursion form will be completed by each parent prior to any outing. Enhanced ratios and field trip policies will always be strictly adhered to on any such outings.

As part of our regular program the children will also participate in various walking excursions from the Centre i.e. to local parks, fire station, library etc.

Transferring to a New Program Within the Centre

Purpose: This policy and procedure sets forth the criteria to be used when transferring children already enrolled in a program into the next age appropriate program. The Centre aims to make all decisions in an equitable way. Our purpose is to cause the least amount of disruption to our families and accommodate them to the best of our ability. The Centre does not guarantee spaces for children to move up to the next age appropriate program.

Cardinal Leger Child Care Centre offers a Toddler Program for ages 18 months – 30 months, a Preschool Program for ages two and a half to four years, a before and after Kindergarten program for ages four to five years and a Schoolage Program for ages six to thirteen years (reference: Policy of Children Turning 13 Years of Age).

All families enrolled at Cardinal Leger Child Care Centre are required to complete a re-registration form in March of each year. This indicates that they want to continue enrollment for their child/children for the following school year starting in September.

Once the re-registration forms have been completed and returned to the Centre an assessment will be completed. All children that still meet the age requirements of their program will remain in those spaces. Those children that exceed the age requirement will be put on a list for placement into the next age group. The number of vacancies in the next program will then be calculated. Those children already enrolled in a program at the Centre will be given priority when filling these spaces.

If there are more requests to enroll children for a particular program than we have licensed spaces for then the following criteria will be used to determine who is given the available spaces. Priority for enrollment will be given based on the criteria listed in order of importance:

1. The child has other siblings enrolled in the Centre.
2. The length the family has been enrolled in the Centre. Space will be given to the longest attending family and continue in order until all spaces are filled.
3. When applicable, in accordance with the City regulations subsidy ratios must be taken into account. Once the quota for the room has been reached the remaining spaces would only be available to full fee paying families.

Families who cannot be accommodated will be given notice of this, in writing, at the earliest opportunity. They will be asked to withdraw their child at the end of summer. However, circumstances are always changing. Families would be welcome to place their name on the waiting list and would be given priority should a space become available.

HEALTH AND NUTRITION

Illness and Contagious Diseases

Cardinal Leger adheres to Toronto Public Health's guidelines for communicable diseases.

If a child is too ill to participate 100% in indoor and outdoor activities, s/he is too ill to be at the Centre. We do not have the facilities to keep children who are sick or have a communicable disease at our centre. Your child will not be accepted at the Centre if s/he has a fever, or any sign of illness.

A teacher has the right to refuse admittance, or to request a medical certificate, if the child has any of the following symptoms: 1) unusual skin disorder, rash or other infection; 2) heavy mucous and/or asthma symptoms (without medication); 3) fever; 4) diarrhea.

If your child becomes ill during the day, you will be contacted and your child will be isolated within the Centre's office until the parent/guardian comes to pick him/her up. If we are unable to contact you, we will call the emergency numbers in your file. Either you or your emergency person must be prepared to come and pick up your child immediately.

Parents are responsible for notifying the Centre if the child contracts a communicable disease. We will post a note on the Parent Information Board if a contagious disease occurs at the Centre. Parents will be informed of the disease, the incubation period, symptoms to watch for and the usual treatments.

Please visit the Toronto Public Health website for Common Illnesses and Contagious Diseases

Immunization

All children must have up to date immunizations prior to enrolment. Immunizations need to be kept up to date to meet Health requirements. The Director must be given any new immunization information to put in child's file.

Nutrition

Good nutrition is essential for healthy growth and development; therefore it is an important and intrinsic part of our program. We have an on site chef who prepares all of our meals. Most of our meats are bought from a local butcher whose products are grass fed and raised without hormones or antibiotics.

Cardinal Leger is a breastfeeding friendly environment. Please feel free to choose a comfortable place for you and your child. We support the parent's choice in bottle or breastfeeding.

Hot lunches and snacks will be provided in accordance with the CCEYA and the Canada Food Guide. Allergies and special dietary restrictions (not dislikes) will be accommodated. Allergy lists will include the child's name and their respective food allergy or restriction, reactions to allergens and what to do if medical attention is required. Allergy lists will be posted in each cooking and serving area; play area or play room; in any other area in which children may be present as well as on attendance boards. Every effort will be made to provide children with food that is not only nutritious but also a pleasure to see, smell, touch and taste.

Food from home is not permitted in the Centre unless otherwise permitted by the Teacher in your child's room or through the Director

Menus

Our lunch and afternoon snack menus are provided by Food For Tots on a 4 week rotation, and change from Spring/Summer to Fall/Winter. Menus have been reviewed by a dietician. We use high quality, fresh ingredients and most of our baked goods contain no chemicals or preservatives. Menus are also posted on our website for your review. Morning snacks are prepared on site to provide flexibility and warm food options.

POLICIES AND PROCEDURES

Withdrawal/Dismissal Policy

Cardinal Leger Child Care Centre (CLCCC) is committed to providing for all children the best possible program within our means; however, there may be instances when CLCCC cannot accommodate the ongoing or future needs of a child enrolled.

These matters will be brought to the attention of CLCCC Board of Directors. In the event it is determined that the program at CLCCC does not meet the needs of the child, CLCCC reserves the right to affect withdrawal from the program. Two weeks' written notice of permanent withdrawal of a child must be given. In extreme cases (as determined by the Director with approval from the Board of Directors) of violent or threatening behaviour by either a child, parent or caregiver where the safety of other children and/or the educators are at risk, the two weeks' notice of withdrawal will be waived.

The Director and the President of the Board of Directors (or designate) will meet with the parent/caregiver immediately and the parent/caregiver will be required to withdraw the child from CLCCC at a time set by the Board of Directors in its sole discretion.

The decision for suspension and/or withdrawal will be based on, but not limited to, the following types of incidents:

- Repeated physical acts against children and/or educators (hitting, biting or any other form of physical threat or assault)
- Verbal attacks on other children and/or educators which may include the use of threats, name calling as well as repeated profane or degrading language
- Racial or other discriminatory incidents
- A child who leaves the centre without permission and/or leaves the care of centre educators on or offsite
- Any verbal or physical abuse of educators by a child or child's family member

Reporting of Serious Occurrence

Cardinal Leger Child Care Centre is required to report all serious occurrences which happen at the centre or while the child is in our care to the City of Toronto, Children's Services Division as well as the Ministry of Education, Early Years Division. A serious occurrence notification form will be posted in the front entrance of the Centre near the child care licence and licencing summary chart. This form will be posted for a minimum of 10 business days from the final time it is updated and will be retained for at least two years from the date of the occurrence and will be available for current and prospective parents upon request.

Reporting Suspected Child Abuse

Educators are legally obligated to report any suspicions of child abuse to a Children's Aid Society. Educators are not trained to determine whether or not abuse has occurred. They must refer any concerns they have to a Children's Aid Society. It is their job to cooperate with the society and the worker, to help them assess the situation.

When child abuse is suspected, the Centre is instructed to call Children's Aid Society even before we call families. The Society informs us about who contacts families and when.

We are concerned about your child, as we know that you are, and when we suspect that a child has been abused, we have a legal responsibility to make a report.

Inclusion Policy and Procedure

Policy Statement

Cardinal Leger Child Care Centre provides care to all children and children come to the centre with varying needs. We support all children to reach their full potential. We believe that each child is unique and we are committed to meeting the developmental/educational needs of all children. We ensure that all possible modifications are made to promote the full participation of all children. We believe that good programming requires dedicated staff who are flexible in their approach and who are provided with learning opportunities wherever possible. Cardinal Leger Child Care works in partnership with families and community partners to enhance our ability to support children with special needs.

Definitions

Special Needs

Children who, due to emotional, familial, physical, behavioural, developmental, communicative or emotional factors, are at risk of not maximizing their potential. Special needs encompasses children who require support and assistance with daily living, whether formally diagnosed or not, and whether a diagnosis is short or long term in nature.

Special Needs Resource Staff

Staff that are funded by the City of Toronto to support licensed child care programs for the provision of providing consultation, training, referral, case coordination, transitional support and advocacy.

Child Care Support Funds

Funding available to licensed child care centres who have a service contract with Toronto Children's Services. Funding provides for enhanced staffing to support the successful inclusion of a child with extra support needs. Requests must be facilitated by Special Needs Resource Staff. Funds are limited, time specific, and are approved on a case by case basis. Funds are used to support the development of targeted goals, implementation of specific strategies for the child and are available for a specific time frame. A committee will review and approve all requests for funds and they will be accepted on a first come, first served basis.

Program Consultation

Program consultations relate to a specific program goal or identified program need. It often involves more than one program visit on the same topic. They often include general environmental recommendations, program adaptations, resource sharing sessions and other recommendations that address program issues.

Individual Consultations

These are consultations performed by Special Needs Resource Staff regarding an individual child.

Procedures

- Cardinal Leger Child Care will ensure that all educators employed understand and agree to support inclusive practices as outlined in the Inclusion Policy.
- Educators and Board Members will review and sign off on the Inclusion Policy annually.
- Educators will receive an orientation on the Inclusion Policy and attend special needs focused training opportunities on effective inclusive programming whenever possible. Educators will also have the opportunity to attend any training necessary as related to individual children with special needs.
- Educators will adapt the environment and routines as necessary to meet the needs of the children enrolled. Cardinal Leger Child Care is committed to developing flexible programming that can be adapted as required.
- Educators understand that they will receive and have access to confidential information about children and families. Each staff member will sign a Confidentiality Policy upon hire. Information about a child will not be shared with outside agencies or schools until the Centre has received parental consent. Documentation of consent to share information will be kept in the child's file.

- The Centre will foster partnerships by working collaboratively with parents and community supports in order to meet the needs of all children. The Centre will, with the consent of the parent, enlist services from Special Needs Resourcing for children whom they feel may need extra support.
- All parents interested in admission to the Centre will be dealt with in a fair and equitable manner. Parents will be asked to visit the Centre with the child to review the Centre's policies and procedures prior to admission.
- All efforts will be made to ensure success, however, if the Centre is having difficulty meeting the child's needs then we will ensure that the Withdrawal Policy is followed.

Supporting Policies

The following Policies may be referred to for additional information:

Anti-Racism Policy
Access & Equity Policy

Program Statement
Withdrawal/Dismissal Policy

Health Policy
Code of Conduct

Anaphylaxis Policy and Procedure

Purpose

Anaphylaxis is a serious allergic reaction and can be life threatening. It requires avoidance strategies and immediate response in the event of an emergency. This policy and procedures are intended to help meet the needs and save the lives of children with severe allergies and provide relevant and important information on anaphylaxis to parents, educators, students, volunteers and visitors at the child care centre.

Policy

Individualized Plans and Emergency Procedures for Children with Life-Threatening/Anaphylactic Allergies

Before attending the child care centre, Director/designate will meet with the parent of a child to obtain information about any medical conditions, including whether the child is at risk of having or has anaphylaxis.

Before a child attends the child care centre or upon discovering that a child has an anaphylactic allergy, an individualized plan and emergency procedures will be developed for each child with anaphylaxis in consultation and collaboration with the child's parent, and any regulated health professional who is involved in the child's care that the parent believes should be included in the consultation.

All individualized plans and emergency procedures will include a description of symptoms of an anaphylactic reaction that are specific to the child and the procedures to be followed in the event of an allergic reaction or other medical emergency based on the severity of the child's symptoms.

The individualized plan and emergency procedures for each child will include information for those who are in direct contact with the child on a regular basis about the type of allergy, monitoring and avoidance strategies and appropriate treatment.

All individualized plans and emergency procedures will be made readily accessible at all times to all educators, students and volunteers at the child care centre and will be posted on the wall in each room.

All individualized plans and emergency procedures will be reviewed with a parent of the child annually, or as required to ensure the information is current and up to date.

Every child's EpiPen must be carried everywhere the child goes.

Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

The following strategies to reduce the risk of exposure to anaphylactic causative agents must be followed at all times by educators, students and volunteers at the child care centre.

Do not serve foods where its ingredients are not known.

Do not serve items with 'may contain' warnings on the label in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.

The caterer will provide the known ingredients for all food provided. The ingredients will be reviewed before food is served to children to verify that causative agents are not served to children with anaphylactic allergies.

Encourage parents who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the child care centre (e.g. by thoroughly washing hands, brushing teeth, etc.)

Do not use craft/sensory materials and toys that have known allergens on the labels.

Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in the child care centre.

Make sure each child's individual plan and emergency procedure are kept-up-to-date and that all educators, students, and volunteers are trained on the plans.

Refer to the allergy list and ensure that it is up to date and implemented.

Update educators, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures.

- Update families when changes to allergies occur while maintaining the confidentiality of children.

Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at the child care centre.

Communication Plan

The following is our communication plan for sharing information on life-threatening and anaphylactic allergies with staff, students, volunteers, parents and families.

Parents will be encouraged not to bring foods that contain ingredients to which children may be allergic.

Parents and families will be informed about anaphylactic allergies and all known allergens at the child care centre through HiMama or email.

A list of all children's allergies including food and other causative agents will be posted in the kitchen, in each play room, and made available in any other area where children may be present.

Each child with an anaphylactic allergy will have an individualized plan and emergency procedures that detail signs and symptoms specific to the child describing how to identify that they are having an allergic reaction and what to do if they experience a reaction.

Each child's individualized plan and emergency procedures will be made available and accessible wherever the child may be present while receiving child care.

The caterer, individuals who collect groceries on behalf of the child care centre and/or other food handling educators, where applicable, will be informed of all the allergies at the child care centre, including those of children, educators, students and volunteers. An updated list of allergies will be provided to the caterer as soon as new allergies are identified. The Director or designate will communicate with the caterer about which foods are not to be used in food prepared for the child care centre and will work together on food substitutions to be provided.

The child care centre will communicate with the Ministry of Education by reporting serious occurrences where an anaphylactic reaction occurs in accordance with the established serious occurrence policy and procedures.

This communication plan will be continually reviewed to ensure it is meeting the needs of the child care centre and that it is effectively achieving its intended result.

Drug and Medication Requirements

Where drugs or medications will need to be administered to a child in response to an anaphylactic reaction, the drug and medication administration policy will be followed including the completion of a parental authorization form to administer drugs or medications.

Emergency allergy medication (e.g. oral allergy medications, puffers and EpiPens) will be allowed to remain unlocked or carried by children with parental authorization so that they can be administered quickly when needed.

Training

The Director will ensure that the all educators, students and volunteers receive training from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication.

Where only the Director has been trained by a parent, the Director will ensure training is provided to all other educators, students and volunteers at the child care centre.

Training will be repeated annually, and any time there are changes to any child's individualized plan and emergency procedures.

A written record of training for educators, students and volunteers on procedures to be followed for each child who has an anaphylactic allergy will be kept, including the names of individuals who have not yet been trained. This will ensure that training is tracked and follow-up is completed where an individual has missed or not received training.

Procedures

A) A child exhibits an anaphylactic reaction to an allergen

1. The person who becomes aware of the child's anaphylactic reaction must immediately implement the child's individualized plan and emergency procedures; contact emergency services and a parent/guardian of the child or have another person do so where possible; ensure that where an EpiPen has been used, it is properly discarded (i.e. given to emergency services).
2. Once the child's condition has stabilized or the child has been taken to the hospital the educator must follow the child care centre's serious occurrence policies and procedures; document the incident in the daily written record; document the child's symptoms in the record of ill children.

B) A child's authorized to carry his/her own emergency allergy medication

1. Staff must ensure that written parental authorization is obtained to allow the child to carry their own allergy medication; ensure that the medication remains on the child i.e. in a fanny pack and is not left unattended i.e. in the cubby or back pack; ensure that appropriate supervision is maintained of the child carrying medication and of children in close proximity so that other children do not have access to the medication.

Additional information on anaphylaxis can be obtained through Health Canada website at <http://www.hc-sc.gc.ca/iyh-vsv/med/allerg> or PreventionFirst-eWorkshop-TVOntario at http://www.ework.on.ca/cfm/edu/anaphylaxis/en/sc_2.cfm

Supervision for Volunteers and Students

Cardinal Leger Child Care Centre's policy regarding the supervision of volunteers and students states that volunteers and students do not have unsupervised access to children. Students and volunteers will not be counted in the staffing ratios and must adhere to the program statement, anaphylaxis policy, all other relevant policies and are required to have a police reference check.

Code of Conduct

Cardinal Leger Child Care Centre believes that a strong relationship between the educators and parents contributes to high quality care for the child. Establishing and maintaining a relationship that is based on mutual respect is the responsibility of both the staff and parents.

Children learn both positive and negative behaviour by observing and imitating models. Through models, children can learn respect, generosity, cooperation, kindness, and helpfulness. For this reason, it is important for adults to act in the way they expect others to behave. Please refer to complete Parent Code of Conduct that must be signed.

Access and Equity Policy

Cardinal Leger Child Care Centre provides care to all children and children come to the centre with varying needs. All children will be treated equally and admitted to the Centre on a strictly “first-come/first-served” basis. All policies, procedures and practices are free of racism and bias. Communications are sensitive, inclusive and non-discriminatory. The Centre has an Anti-Racism Policy which will be strictly followed and signed off annually by educators.

Police Reference Checks

All staff, students and volunteers, over the age of 18 years, working at the centre will complete a Police Reference Check (VSC – Vulnerable Sector Check) prior to commencement. This will be renewed every 5 years and annually an Offence Declaration form will be completed in between. Any outside organization working within the program will complete an offence declaration form prior to commencement. This will be updated annually.

Emergency Management Policy and Procedure

Cardinal Leger Child care has a policy and procedure for Emergency Management situations which outlines the roles and responsibilities of the staff in the case of an emergency as well as the procedures followed to ensure children’s safety. In the event that there is an emergency situation at the centre parents will be informed by email, HiMama message and/or a direct telephone call.

Parent Issues & Concerns Policy and Procedures

Purpose

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

Definitions

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

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

Director: The Individual who oversee and operates the centre.

Policy

General

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

All issues and concerns raised by parents/guardians are taken seriously by Cardinal Leger Child Care Centre 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 5 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Director in responding to issue/concern:
<p>Program Room Related</p> <p>E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to the classroom staff directly or the Director.</p>	<p>Address the issue/concern at the time it is raised or arrange for a meeting with the parent/guardian within 5 business days.</p> <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>General, Centre or Operations Related</p> <p>E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to Director.</p>	
<p>Staff, Duty parent, Director, and/or Licensee Related</p>	<p>Raise the issue or concern to the individual directly or the Director or Licensee.</p> <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 Director as soon as parents/guardians become aware of the situation.</p>	
<p>Student/ Volunteer Related</p>	<p>Raise the issue or concern to the staff responsible for supervising the volunteer or student or the Director.</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	

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 or directly to the Board of Directors.

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

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

Contacts

Director, Christine Keefe 416-287-0578 or clccc@bellnet.ca

President, Bessie Rodaro 416-464-7649 or luigir@rogers.com

Children's Services Consultant, Tania Asimenios 416-397-7961 or tania.asimenios@toronto.ca

Program Advisor, Judith Bod 416-325-0675 or judith.bod@ontario.ca

Catholic Children's Aid Society 416-395-1500

College of Early Childhood Educators 416-961-8558

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

REGULATORY BODIES

Ministry of Education

The Child Care and Early Years Act is the minimum standard set out by the Ministry of Education. To see in detail how these standards will be implemented in your child's room, please review The Program Statement and Implementation Policy.

Ministry of Education

<http://www.edu.gov.on.ca/eng/parents/>

Child Care and Early Years Act Program Requirements

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

Cardinal Leger Child Care Centre

clccc@bellnet.ca
www.cardinallegerchildcare.com

College of Early Childhood Education

The College of Early Childhood Educators regulates and governs Ontario's early childhood educators in the public interest. The College is not an educational institution or a professional association that advocates for early childhood educators. It is an organization that helps to serve and protect children and families by setting registration requirements and ethical and professional standards for registered early childhood educators (RECEs), and governing member conduct through a complaints and discipline process.

For more information about the College of Early Childhood Educators please visit their website at <https://www.college-ece.ca/en/About-Us/Purpose-and-Mandate>

Toronto Children's Services

Cardinal Leger Child Care Centre has a Purchase of Service Agreement with Toronto Children's Services. For more information please visit their website at www.toronto.ca/children

Toronto Public Health

<http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=a253ba2ae8b1e310VgnVCM10000071d60f89RCRD>

PARENT AGREEMENT

**I have read, understand, and agree to abide by the policies written in this manual.

Child's Name _____

Parent/Guardian _____ Date _____

Parent/Guardian _____ Date _____

Please be sure to hand in this signed form to the Centre with your registration package.

All consent and permission forms need to be kept in your child's file.

The office door is always open to you and your family. We welcome the opportunity to get to know you and answer any questions/concerns you may have.