



PARENT HANDBOOK



MISSION STATEMENT

“Through a responsive partnership with families, staff and the community, to provide an engaging and inclusive child care learning environment.”

PHILOSOPHY STATEMENT

Terry Tan Child Centre has a commitment to deliver an inclusive, safe and supportive learning environment that supports each child’s ability to self-regulate.

The foundation of our play based program is designed to meet the individual potential of each child through their natural curiosity and interests.

Terry Tan Child Centre’s Board of Directors and staff believe that children, families and community partners are capable, competent, curious and rich in potential.

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(416) 621-4822

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(Licensed by The Ministry of Education- Child Care Quality Assurance and Licensing)

Established in 1971

Program Statement

Overview

Terry Tan Child Centre continues to view all families, children and staff as competent, capable and curious individuals whose life experiences, diverse social, cultural and languages enrich and support the daily program that is provided for the children. As such, the Program Statement for Terry Tan Child Centre is reviewed annually by the volunteer Board of Directors and the staff of Terry Tan Child Centres. The program also relies on the strong and effective use of the provincial document "*How Does Learning Happen?*" to support and guide the volunteer Board of Directors, Administration, and staff. Our Implementation Policy affirms the importance of documenting and reviewing the impact of our strategies.

Our Logo is intended to represent the Four Foundations as well as our many community partners and agencies, centering on the primary reason Terry Tan Child Centre is in existence; the well-being and success of every child. The founders of Terry Tan, Terry and Kinzie Tanaka, recognized the importance of putting the child as the priority for any circumstance.

As a not for profit organization, we often work with outside agencies in order to support our work with children and families. Our history of reinforcing inclusion and the employment of our three Resource Consultants as part of the Every Child Belongs model of Toronto Children's Services, has recognized us as leaders through our work in supporting children and families with extra support needs. Our partnerships with Eatonville Junior School as well as Etobicoke Brighter Futures Coalition, the Ontario Coalition for Better Child Care, Umbrella, Working Together with the City of Toronto, invitations to sit on various committees and Conferences, etc. is also represented through the "spokes" and levels of colour surrounding the centre – the children. Each child's learning is inclusive of sound guidance practices, healthy and nutritious meals and snacks, based on Canada's Food Guide. A play-based curriculum using the Four Foundations of the Early Learning Framework (ELF)/*How Does Learning Happen?* documents, designed by dedicated Registered Early Childhood Educators (RECE) with an opportunity for daily rest, planned outdoor experiences as well as art, cognitive, dramatic, science and sensory explorations. Revisions of our program planning documentation allows for us to continue to strive for meaningful, continuous experiences and feedback for the families about their child's progress on a daily basis. As an agency that has supported children and families of central Etobicoke since 1971, the commitment to quality childcare has always been a priority. Additional supports by way of the Resource Consultants also assists to meet the needs of children with exceptionalities as well as parent and staff support when required or as requested. The RECE and supporting staff respond to all children's interests and abilities and work to ensure that families are aware they are partners in their child's growth and development through observations and daily charting of their interests, continuum records, use of the Nipissing Screening Tool (which is also encouraged to be completed by the child's parent), photo documentations, parent meetings and daily contact with parents at either drop off or pick up time. The accessible, maintained individual portfolio is also a resource for families to understand and collaborate with their child's growth and interests.

Health and Safety

In order to ensure the safety of each child and staff member while in attendance, daily health checks will occur as well as annual immunization and contact information updates through the Annual Registration Form provided early each calendar year. Infants at both locations and toddlers will also receive, upon parent request, daily information specifically pertaining to their child's health, safety and well-being. The older age groups also have daily information recorded for parent reference. Frequent and continual scans of the area (inside and outside) will also ensure the safety of the children at all times both inside and outside the classroom.

Each room will have posted in a conspicuous place, the Allergies and Health Concerns for all staff and children as well as any individual needs, including a photograph of the child who may require special attention. (E.g. Use of an Epi-pen). Staff sign off on use of the Epi-pen annually (or at the time of enrollment to the centre) upon review with the parent the specific directions/instructions to administer the medication for their child. Any communicable diseases that may occur at the centre will also be posted outside each classroom with the date of the first reported incident recorded on the notice. A Record of Illness as well as a daily documented health, safety and well-being check is maintained for each child upon commencement of enrollment to assist families in tracking and monitoring when a child is unwell or with specific symptoms of incidents. (Repeated accidents, fever, irritability, etc.)

A Safe Sleep policy has been set to ensure the safety of all children who sleep at the centre. Children's well-being is monitored through visual checks throughout the sleep room time on a regular basis.

Terry Tan Child Centre is committed to developing policies, practices, and procedures that provide accessible quality services to its staff, Board Members, volunteers, student teachers, families and their children. Services will be provided to staff, student teachers, volunteers, Board Members and families with disabilities in a manner that promotes and respects dignity, independence, inclusion and equal opportunity. Persons are requested to share with the Centre any needs or accommodations that may be required in order for them to participate in our program.

Regular roll count and attendance checks (verbally, visually, and recorded) occur frequently throughout the day. Children are signed in and out each day by the staff in charge and additional checks are recorded to ensure through routines and staff changes that all children are accounted for at all times.

Parents who are late arriving to pick up their child (after 6:00pm) will be subject to a late fee. Families who are late more than three times over a time frame, may be asked to leave the Centre as the needs of the family are not able to be met by the Centre.

Children experiencing a minor accident while in care at the centre will have an accident report completed in duplicate and signed by the staff member, parent and designate person at the time of the incident.

Children

The child's self-initiated learning environment is supported by positive, sound guidance practices, a play based curriculum using the foundation of the *How Does Learning Happen?* document designed by dedicated Registered Early Childhood Educators (RECE) and reviewed each week by the Supervisor or designate with an opportunity for daily rest, quiet time activities, planned outdoor experiences, nutrition, art, cognitive,

drama, music, science and sensory explorations as well as an unconditional welcome for all families. The program may be enriched by inviting professional entertainments, such as Puppet Show, Sports Games, Magic Show, Science, Dance, and other activities based on the children's interests.

The Four Foundations – Belonging, (each child and their parent will receive a warm welcome and will be seen as a part of each group of children within the centre)

Engagement, each child will be supported in building learning goals and meeting their full potential) Expression (every child will have a voice and be respected within the centre and playroom) and Well-being (the physical, mental and emotional health is also recognized as an important aspect of growth and ability). Building each child's ability to self-regulate will also be highlighted and supported throughout the program by way of anticipation, reasonable limit setting, re-direction, logical consequence, practice and discussion.

Relationships for all children will be enhanced and supported through providing many opportunities to engage with members of the community as well as their own families. Guidelines to build children's skills will be addressed through the use of the *How Does Learning Happen?* document. The competencies of professional RECE's and staff that are employed by the organization will also provide many learning opportunities for the children each day.

The Resource Consultant may be a valuable resource in providing the support and/or education required to assist the child, families or educator in meeting and achieving their full potential. Children, where developmentally appropriate, will continue to be encouraged to solve problems independently and/or with minimal assistance from the Educator.

The overall aim and goal will be achieved through ongoing, diligent and intentional follow through with all statements pertaining to the competency and capabilities of the children, families and the educators who are documenting activities and skills on a daily basis. These are accessible to parents in various forms depending on the age group.

Families

Families are recognized as the centre of the child's well-being, sense of belonging, development, health and learning. As the first and most powerful influence, they bring diverse cultural, social and linguistic perspectives to the child. They are seen as valuable contributors to their learning and are encouraged to participate in a meaningful way. Educators, staff and families will work together to build and maintain effective and relevant relationships to enhance the child's potential.

There is an ongoing commitment to assist families in understanding and implementing appropriate Behaviour Guidance strategies. There are a number of prohibitive practices that we also strive to ensure are not committed. These include corporal punishment of the child; 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; 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; 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; depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or inflicting any bodily harm on children including making children eat or drink against their will. The document *"How Does Learning Happen"* will assist in guiding and driving supports as they are required or requested. Daily interactions with the child's educator will also guide and support the well-being and skill development of the child. In addition, monthly newsletters, family events, requested meetings will be used to develop meaningful interactions between the educator and family.

Families are encouraged to participate in documenting and interpreting their child's development. Supported by the RECE and to engage in discussion and reading the Nipissing Screening tool, ELECT and Continuum of Development, review the child's portfolio, parents may share concerns or incidents with the child's educator, attend family events or meetings, offer their skills in reading stories to the children, dancing, carpentry, gardening etc. Framework for parent involvement will be reflective of the current needs and/or requests of families. For example, this may be done through ongoing conversation and our family/parent survey, requested information and/or training opportunities.

Educators/Staff/Board of Directors

Registered Early Childhood Educators (RECE) maintain annual membership with the College of Early Childhood Educators. Staff working within Terry Tan Child Centre will receive ongoing training through monthly staff meetings as well as the financial support of attending workshops, seminars or information sessions that will build the skills required to provide a meaningful and relevant child care environment. Staff training within the organization is guided by the requests of the staff team or as deemed necessary through provincial regulations and/or Toronto Children's Services. Terry Tan sets aside funds for training to continue to meet the emerging needs of the children and families.

During the child's day, the Educators and staff are providing an Emergent Curriculum model which focuses attention and sets the stage based on each child's interests and abilities. Along with this reflective practice, the weekly observations, planned and documented experiences, expertise of the educator and parent will guide the child's growth and skills. The Nipissing screening tool, child requests and any other supports that may deem necessary to assist, will also support the curriculum model and the child's competencies, sense of belonging, well-being, engagement, and expression. As we recognize children as competent, capable of complex thinking, curious and rich in potential, the daily indoor and outdoor programs will support this philosophy. The program may additionally be enhanced by carefully selected visitors such as a librarian, fire fighter, science enthusiasts, music experts, and physical exercise experts. Other programs, such as "take home" activities, family events, information on bulletin boards, parent, staff and school age children surveys, the website and monthly newsletter delivered through email respond to the changing needs of all children, families and educators. Educators are also seen as positive and productive role models for the children and their parents as they too, are seen as competent, capable and rich in experience.

Daily programming is documented based on the observations of children's interests, skills and the children's self-initiated activities.

The Board Members, Staff and Educators of Terry Tan Child Centre are committed and dedicated to the excellence of their role. Staff initially participate in a meaningful

interview process before hire and then are reviewed three months annually through a performance evaluation with goals that are mutually set at that time for the enhancement of their skills and the children and family well-being. Registered Early Childhood Educators are also held to a high standard through the Continuous Professional Learning that must be completed annually as part of their registration with the College of Early Childhood Educators. Staff are encouraged to attend workshops, seminars, other programs, or research information that may be relevant for a specific need. Funds from the organization may be accessed in some instances where goal setting and needs of the centre, staff or child to further knowledge and education. Additionally, the organization provides staff meetings to meet the current needs and structures of the child care, Health and Safety, Special Needs, CPR/First Aid training, Human Rights, and overall annual policy reviews. Staff, upon following the hiring process, including a valid and up to date Police Record Check, will have accessible to them all policies and procedures, orientation, and required to sign off on necessary documents such as Playground Safety, Job Description, Confidentiality, Behaviour Guidance, "What you need to know" from the Provincial Government, AODA, Accessibility protocols and Freedom of Information. Terry Tan Child Centre continues to be grateful to the program staff, Board of Directors and family responses/feedback for their tireless efforts to articulate and create this living document that reflects our commitment to quality child care.

Eatonville (to 134 children)

Infant (for 10) birth -18 months
 Toddler (for 10) 18 months- 2.6 years
 Preschool (for 32) 2.6-3.8 Years
 Full Day Kindergarten (for 52) 3rd party provider for TDSB – (3.8-5.8 years)
 School Age (for 30) Grade 1-5

Bloordale (to 67 children)

Infants (for 10) birth – 18 months
 Toddler (for 25) 18 months – 2.6 years
 Preschool (for 32) 2.6 – 3.8 years

ADMISSIONS:

All forms should be completed, signed and returned to the Centre **one week prior to admission**. Children’s allergies and sensitivities also need to be completed on appropriate forms **Please bring in a current family picture.**

Terry Tan Child Centre is enrolled in the Canada-Wide Early Learning and Child Care System.

AGE GROUP – BASE FEES

INFANT	(1:3 ratio)	(Up To 18 months)	\$ 22.00
TODDLER	(1:5 ratio)	(18 – 30 months)	\$ 22.00
PRESCHOOL	(1:8 ratio)	(from 30 months)	\$ 22.00
FDK	(1:13 ratio)	Before / After school	\$ 17.06 (Eatonville only)
FDK	(1:13 ratio)	July 1 to August 31	\$ 22.00 (Eatonville only)
SCHOOL AGE	(1:15 ratio)	(6 – 10 years)	\$ 34.25 (Eatonville only)
SCHOOL AGE	(1:15 ratio)	July 1 to August 31	\$ 47.45 (Eatonville only)

Non- base fees may include: (Late fee)

6:01- 6:10	\$25.00/child
6:11-6:15	\$35.00/child
6:16-6:25	\$40.00/child
6:26-6:30	\$50.00/child

Due Date

Fees are paid monthly at a daily rate. Payments are made by Pre-Authorized Debit (PAD) which is entered at least 3 days prior to the 1st of the next month. Please see Supervisor to make arrangements. A monthly invoice for the calendar year will be provided upon enrollment.

**School Age/FDK
Sept -June**

Includes all Professional Development days plus one week for March Break and two weeks December Break with lunch.

\$20.00 NSF Charge

For any NSF payment. Any family having two NSF PAD payments will be required to pay by certified cheque or money order.

\$20.00 Late Fee

For fees that are paid after the 10th of the month

No Refunds

For holidays, sickness, absence, weather/emergency closures or withdrawals without notice.

Withdrawn

Outstanding fees are to be paid by the first day of the following month. Child/ren are withdrawn until all fees are paid in full (previous month and current month)

One Month's Notice

Required in writing for withdrawals, otherwise two weeks full fee will be charged. When notice is given all current month's fees will be due immediately.

NOTE

Both Centres have a Purchase of Service Agreement (fee subsidy) with Toronto Children's Services.

Income tax receipts are issued annually in February for the previous year.

MEMO RE: BEFORE AND AFTER KINDERGARTEN AND SCHOOL AGE CHILDREN:

- The monthly fee includes lunch and full days during December Break, March Break and Professional Development Days. Children attending during the summer will be required to pay the full day rate as specified on the current fee schedule.
- On occasion, children attending the public or separate school system will be excluded from school due to suspension. **Terry Tan will only be able to offer care during the child's regular hours at the centre.**
- Children are dismissed to school staff on duty each morning
- Children are dismissed from school staff on duty each afternoon to Terry Tan staff

REGULATIONS:

The official hours of the centres are from 7:30 a.m. to 6:00 p.m.

Arrival: **An adult is required to accompany** the child to the educator in charge for safety and health inspection. All children must be signed in daily.

Departure: **For the safety of the child, adults authorized to pick children up are asked to inform the classroom staff of their departure and accompany the child(ren) to the parking lot.** All children must be signed out daily.

Late Departure: If unable to reach the Centre by 6:00 pm., please notify us as soon as possible. **The Centre closes at 6:00 pm, if a staff is kept after 6:00pm. a late fee will be charged.**

Terry Tan may terminate childcare for families who are late more than three times.

Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:30pm, the staff shall proceed by contacting the local

Children's Aid Society Toronto (CAS) 416-924-4646. Staff shall follow the CAS's direction with respect to the next steps.

Closing Early: Under certain conditions, the Centres may close early. Your cooperation in picking up your child(ren) will be necessary. **In planning for bad weather, it may be necessary to schedule extra time to travel to and from the centre. If TDSB closes the schools, then both Terry Tan locations will be closed to ensure the safety and well-being of the staff, children and families.**

HOLIDAYS:

The Centres are closed for the following holidays:

New Years' Day	Easter Monday	Civic Holiday	Labour Day
Christmas Day	Good Friday	Canada Day	Victoria Day
Family Day	Thanksgiving	Boxing Day	
close 2:00pm	Dec 24/31		

YOUR CHILD'S ADJUSTMENT:

Children beginning in childcare experience a period of adjustment. You may witness changes in behavior. Some of the changes are:

- Children may participate initially by observing the other children and later will join them in play.
- Change in appetite or sleep pattern may occur.
- Children may wet their pants more often until they begin to feel more comfortable.
- They may cry.

The adjustment period may vary in time from child to child. Keep in mind that when a child moves to a different room they may also go through an adjustment period. Efforts are made to have the child visit the next classroom for a period of time prior to moving up to assist with the settling in of the new routines.

PROGRAM:

The child's learning will be inclusive of sound guidance practices, healthy and nutritious meals and snacks. A play-based curriculum designed by dedicated Registered Early Childhood Educators (RECE) with an opportunity for daily rest, planned outdoor experiences as well as creative, cognitive, dramatic, science and sensory explorations. There may be the opportunity for community walks from time to time as well. Detailed written program plans are posted and provide opportunities for children to experience various learning opportunities through play. Parents are encouraged to complete the Nipissing screening tool along with the Educator and monitor their child's interests through the Portfolio that is maintained in each room for each child.

SAFE SLEEP:

A detailed sleep policy is available for your information in our Program Statement, provided at the time of registration and on our website.

SERVICES:

Services include childcare supported by Every Child Belongs if required, funded through Toronto Children's Services. Three Resource Consultants are employed by the organization.

UNAUTHORIZED PICK UP:

Identification with a photo, such as a Driver's License or Health Card, will be requested for anyone picking up a child who is not known to the Centre/Staff whether or not they are on the authorized pick up list. In the event that an unauthorized adult arrives at the Centre to pick up a child, the staff will contact the Supervisor/designate who will contact the parent/guardian to verify the pick up. In the case where the parent/guardian cannot be contacted, the Supervisor will explain to the adult that the child cannot be released.

LUNCHES/SNACK

Children enrolled full time will be served lunch and snacks, planned in accordance with Canada's Food Guide. Parents should advise the centre about allergies or food restrictions. Providing written notice will be required prior to the changing the child's diet.

If food restrictions occur for children following registration at the centre, written instructions from the parent will be required. Extreme Allergy and Extreme Dietary Forms must be completed as soon as the restriction is identified. **To strive towards maintaining a safe and 'nut aware' environment for all children, all food served to the children at Terry Tan will be brought in/purchased by the centre.** When purchasing food every effort will be made to ensure that products that contain nuts are not purchased. Although we do not purchase products marked to contain nuts, the centres cannot ensure that the products do not contain second hand contamination. To assist us with outside products that may have come into contact with nuts, **parents are not permitted to bring any food products into the centre.**

Menus are posted. Children in the school age/FDK programs will be provided a morning and afternoon snack. They will be provided a lunch on all P.A. Days, December Break, March Break and in the summer once school has ended.

Canada's Food Guide is posted and is also available for families to access in various languages at our information stand outside the centre's office.

CHILDREN'S CLOTHING:

When dressing and sending your child to child care each day, please keep in mind that children actively participate in creative and sensory daily and that their clothing may get dirty. It is important that their clothing be comfortable and appropriate for the weather. Please put your child's name in all of their clothing. When appropriate, staff encourage independence in dressing skills with the children, therefore, it is helpful when the children have clothing that is age appropriate.

Please have labelled extra clothing appropriate for the season at the Centre at **ALL TIMES**. Parents of children who wear diapers are to keep a good supply of diapers at the Centre. When you feel your child is ready to begin toilet learning, please arrange for a time with the staff so you can develop a program together. If extra clothing is not available, the parent will be called to bring clothes immediately.

In cooperation with the families, staff will inform when/if there is a need for example of additional diapers, extra clothing, and outdated medication.

According to Toronto Child Care inspection report toothbrushes/paste and other personal items (bottles/soothers) are not shared and will be stored away to prevent cross contamination. Infants are the only group to use bottles and soothers.

Soothers will be provided to infants at sleep time only. Soothers can have an impact on speech development, social awareness and acceptance of peers.

CHANGE OF INFORMATION

- The Centre **must be notified in writing of any changes in the original application or medical form** (i.e. Change of address, phone number, etc.). We also need to be notified of any change to persons authorized to pick up the child(ren)

SICK CHILDREN:

When a child has a temperature associated with vomiting or diarrhea, etc., we ask that you keep them at home for at least 48 hours after the last symptom. Please call if your child is going to be away sick or absent for the day. **If a child develops an illness during the day, parents will be contacted and asked to pick up their child within a reasonable amount of time agreed by both parties.** The Public Health Department requires all children with some communicable diseases be excluded from the Centre. A list of the diseases that require a child to be excluded from child care is available at the centre or on the Toronto Public Health's website. A Doctor's note may be requested when your child has been absent with a communicable disease. Each child who comes to the Centre will be expected to participate in all activities daily, including outdoor play.

MEDICATION POLICY:

Only prescription drugs in the original container, with a label outlining date of issue, dosage will be given to a child. Non-prescription drugs,(i.e.Tylenol) will be given to **infants ONLY** if accompanied by a doctor's note outlining amount to be administered and criteria to administer (fever). An exception to this would be in the event of febrile seizures when the parent completes the Extreme Medical Form.

Parents must complete and sign the Medication Form. These are to be kept in the child's classroom and a Registered Early Childhood Educator not on probation or a designate by the Supervisor/Executive Director will be responsible for administering the medication and signing the form. Parents sign form daily to acknowledge the administration of the medication. All completed forms are to be kept in the child's file in the Office.

All medication must be kept locked either in a cupboard or in the refrigerator. RECE's are responsible for returning unused medication and/or empty bottles to parents for disposal. All expiry dates will be monitored. Parents of children with an EPIPEN will be requested to train staff on the use of the pen for their child. It is recommended that

whenever possible, parents make arrangements to administer medication while the child is in their care to ensure the safety for the child and staff.

ACCIDENTS:

Should accidents occur, staff will complete an accident report, one copy will be filed in the child's file and the other will be given to the parent/guardian. Parents will be notified of less serious injuries at the end of the day. In the case of more serious injuries, parents will be notified immediately. Parents, Staff and the Supervisor will co-sign the accident reports before the report is sent home.

STAFF:

During your child's day, the Educators are providing an Emergent Curriculum model which focuses attention and sets the stage based on each child's interests and abilities. Along with this reflective practice, the weekly observations, documented experiences, expertise of the educator and parent will guide the child's growth and skills. The Nipissing screening tool, child requests and any other supports that may deem necessary to assist, will also support the curriculum model and the child's competencies, sense of belonging, well-being, engagement and expression.

BEHAVIOUR GUIDANCE & PROHIBITED PRACTICES:

Children's behaviours will be guided and supported through our positive Behaviour Guidance strategies. These strategies may include anticipating, re-directing, use of logical consequences, logic and reasoning. The following activities are prohibited-practices: corporal punishment of the child; 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; 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; 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; depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or inflicting any bodily harm on children including making children eat or drink against their will. Our goal is to support each child's ability to self-regulate behaviours and a healthy expression of emotions will be modelled and supported by the Terry Tan Educators and staff.

Regular Behaviour Guidance/Compliance/Contravention observations by the Administration with each staff member will review the strategies and techniques that have been utilized and may offer other suggestions or acknowledge the strength and effectiveness observed at that time. Staff training will reflect their skill level and/or interests regarding Behaviour Guidance, understanding that children may require a different skill or approach that may not be familiar to the staff person.

WAITLIST POLICY AND PROCEDURE:

Purpose

This policy and the procedures within provide for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents in a way that maintains the privacy and confidentiality of children. The procedures provide steps that will be followed to place children on the waiting list, offer admission, and may provide parents with information about their child's position on the waiting list.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a child care centre that maintains a waiting list to have related policies and procedures.

Policy

General

- Terry Tan Child Centre will strive to accommodate all requests for the registration of a child at the child care centre.
- Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.
- No fee will be charged to parents for placing a child on the waiting list.

Terry Tan maintains a waiting list for each age group within each centre. Families provide their name, telephone number, email address, name of the child, date of birth. They also offer the anticipated start date. The date the initial contact was made to go on the list is also recorded.

Procedures

Receiving a Request to Place a Child on the Waiting List

1. The licensee or designate will receive parental requests to place children on a waiting list via email or telephone request.

Placing a child on the Waiting List

1. The licensee or designate will place a child on the waiting list in chronological order, based on the date and time that the request was received.
2. Once a child has been placed on the waiting list, the licensee or designate may inform parents of their child's status.

Determining Placement Priority when a Space Becomes Available

1. When space becomes available in the program, priority will be given to children who are currently enrolled and need to move to the next age grouping, siblings of children currently enrolled or the age of the child.
2. Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

Offering an Available Space

1. Parents of children on the waiting list will be notified via telephone or email that a space has become available in their requested program.
2. Parents will be provided a timeframe as stated in the notification in which a response is required before the next child on the waiting list will be offered the space.
3. Where a parent has not responded within the given timeframe, the licensee or designate will contact the parent of the next child on the waiting list to offer them the space.

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

- Administration staff will be the contact for parents who wish to inquire about the status of their child's place on the waiting list.
- Administration staff will respond to parent inquiries and may provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Maintaining Privacy and Confidentiality

- The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.
- Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

Additional Procedures

Where a child sits on the waitlist will change if the child is no longer eligible for that age group and are automatically flipped to the next age group, maintaining the waitlist date intact at all times. Placement on the waitlist may change from month to month based on current trends, needs and information provided by the parent. All attempts to contact parents to establish remaining on the waitlist or offering a spot are recorded

SAFE ARRIVAL AND DISMISSAL POLICY

Purpose

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

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

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

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

Policy

- Terry Tan Child Centre will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.
- Terry Tan Child Centre will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.
- Child may only be picked up by an adult unless a conversation has been had with the supervisor and a "Release to a Minor" form has been filled out

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the pick-up list found on the emergency paper or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
 - document the change in pick-up procedure in the daily written record.
 - sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - inform the supervisor or assistant supervisor and they must commence contacting the child's parent/guardian no later than 10:00am. Staff shall call the parent/guardian and leave a message if no response. An email will also be sent if phone call results in no response. Staff will continue to call parent/guardian every 15 minutes until a call/email is answered or returned.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the childcare may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:00pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall call the emergency contact
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:30pm, the staff shall proceed with contacting the local Children's Aid Society (CAS) 416-923-0924 Staff shall follow the CAS's direction with respect to next steps.

WITHDRAWAL POLICY:

Parents are required to give one month's notice in writing when a child is withdrawn from the centre. Failing this notice, two weeks' full fees will be charged. Subsidized children must attend each day of their two weeks' notice. **Terry Tan may discharge children when:**

- They reach the maximum age allowed.
- Fees are not paid by the end of the current month.
- There is no space in the age group for which the child is eligible. Every effort is made to ensure a seamless flow from one age group to the next. When this is not possible, families are notified at least 2 months in advance of the circumstance. The Child Care and Early Years Act and Toronto Children's Services require

children to be in an age-appropriate grouping. If there are no spaces in that grouping, children will be required to leave the program.

- The program is no longer able to meet the needs of a particular child. In the event that the child's needs can no longer be met in our environment a series of steps will be taken with the family to facilitate a more appropriate placement. This includes: documenting meetings with parents and support services as necessary, notifying the Children's Services Consultant, notifying the Board of Directors and Executive Director and possible referral to other agencies.
- Families who are late picking up their child(ren) more than three times.
- Parents are unable to abide by the signed Centre's Parent Handbook and the policies of the organization.

EMERGENCY MANAGEMENT POLICY AND PROCEDURE

Terry Tan Child Centre is committed to the safety and well-being of all children, families, staff, students and Board Members. Emergency Evacuations are also reviewed with families upon their tour of the centre. In the event of an emergency that surpasses Fire Drill or lock down (such as natural disaster, bomb threat), the following steps will take place.

- Staff will be required to conduct immediately a roll count to ensure all children and persons are identified and out of harm's way.
- Staff who may be on break or fulfilling other roles outside the program (planning time, meeting) will be expected to leave these and provide assistance to the youngest and/or most vulnerable.
- It is important that all staff remain calm and provide children with age appropriate information or guidance. In addition to the sign in/sign out board, staff will bring the emergency pouch that holds first aid supplies, contact phone numbers and epi pens. A centre pack is always ready for emergency evacuation with water, diapers, paper, tape and light snack.
- The Supervisor/Designate will provide directions to staff for an immediate response. (i.e. move to another area of the building, leave the building, move to alternate evacuation points)
- The Supervisor/Designate will then contact 911 to provide the necessary information and follow through with the guidance or directions provided by the 911 operator.
- As all epi pens and necessary equipment for the well-being of the children is accessible, the terms and conditions of the equipment would determine the need to include or exclude in the event of an evacuation.
- Individualized plans will be met for children with special needs
- Parents would be notified by way of the website, Phone, Instagram where their child is and what has occurred. A notice on the centre's entrance door is also

prepared to be posted, informing parents of what has occurred and where the children are located.

- Upon normal child care operation, parent will be notified by the centre's supervisor or designate. Updates will also be posted to our Instagram accounts
- The appropriate member of the Board of Directors will also be informed and provide some guidance or direction when required.

EVACUATION POINT

In case of an evacuation, the affected Centre will be directed to either Terry Tan Child Centre at 15 Rosscurn Drive, (416-621-9722) or Terry Tan Child Centre at 4258 Bloor St West, (416-621-4822).

Alternates to these locations include

- St. Clement Catholic Church, Markland Drive and
- Etobicoke Civic Centre (with Eatonville Junior School), West Mall.

In the event of an emergency which necessitates a closure, parents would need to make alternate arrangements for care. Parents will be informed through calling the centre for information, Instagram or our website about the possibility of re-opening or needing to find temporary care.

In the event of a closure while the children are on the premises, parents would be notified and asked to pick up their children immediately from the designated location. Children whose parents could not pick them up prior to evacuation, will be taken to the nearest designated evacuation point. Emergency Services will be contacted. Depending on the nature of the emergency, families and staff will be notified.

As necessary, staff, children and families may receive additional supports through the appropriate agency after the emergency has been deemed over.

Fire Drills occur monthly, Lock Down, twice annually, evacuation drill annually.

FIRE DRILLS/EMERGENCY PROCEDURE/ EVACUATION POLICY:

Fire drills are practiced with the children once a month. The Centres have written procedures for fire drills that have been approved by the local Fire Department. Each staff member is familiar with this procedure and each room has a posted fire drill policy. The Fire Drill and Evacuation Policies are posted on the Parent Board in or outside the office and in each of the classrooms.

In case of an evacuation, the affected Centre will be directed to either Terry Tan Child Centre at 15 Rosscurn Drive (416-621-9722) or 4258 Bloor Street West (416-621-4822).

If neither centre is available, the alternate evacuation is the Toronto District School Board Office at Civic Centre Drive (The West Mall and Burnhamthorpe Road) or St. Clement Separate School (Bloor Street West and Mill Road). In the event of an emergency, which necessitates a closure, parents would have to make alternate arrangements for care. Parents may stay informed by calling the centre for information or checking our website at www.terrytan.ca about re-opening or finding temporary care. In the event of a closure while the children are on the premises, parents would be notified and asked to pick up their child(ren) immediately. Children whose parents

cannot pick them up in time would be taken to the nearest official evacuation point set up by the Canadian Red Cross Society.

****Terry Tan Child Centre does not have children participate in activities off the premises ie field trips. Children are only taken off premises in case of emergency or practice drills****

ANTI-RACISM AND HUMAN RIGHTS POLICIES:

The Centres have a Human Rights Policy/Anti-Racism Policy and Procedure. These policies will be outlined during your orientation to the centre. If you wish to refer to them, they are posted on the office bulletin board.

HARASSMENT AND VIOLENCE PREVENTION POLICIES

Legislation requires the centres to have policies for Harassment and Violence Prevention. These policies will be outlined during your orientation to the centre. If you wish to refer to them, they are posted on the office bulletin board. In the case of an incident the procedure associated with these policies will be followed.

CHILD ABUSE

A Child Abuse Policy is posted in the office area. We are committed to taking a proactive position regarding the prevention of child abuse through:

- On-going observation of children, employee training, early intervention and meeting the legal obligation including reporting of suspected abuse.
- Staying abreast of legislation and relevant issues.
- Providing communication and support for children and families.

EVERY PERSON IS LEGALLY OBLIGATED BY LAW TO REPORT INFORMATION THAT IS DISCLOSED TO THEM OR ANY UNUSUAL MARKS ON A CHILD.

VOLUNTEER/STUDENT POLICY:

All volunteers/students must be over the age of 18 years old and are required to submit a clear Vulnerable Sector Check, read and sign the Volunteer/Student policy and other required documents before commencing their time with the children. This also includes the Behaviour Guidance Policy, Confidentiality Policy and Playground Policy that must be signed and updated yearly. **The RECE/designate will supervise the student/volunteer at all times to ensure that the required policies and practices are followed as outlined in the policies.**

PARENT COMPLAINT, ISSUES AND CONCERNS POLICY AND PROCEDURES

Terry Tan Child Centre has a policy that encourages open communication between all parties involved in the organization including staff, parents, students, volunteers and Board Members. Individuals are encouraged to discuss concerns and issues directly with the persons involved. If a situation cannot be resolved and an individual chooses to file a complaint the following process will be followed.

Terry Tan Child Centre has a means of having complaints about concerns and issues related to service and accommodations are addressed. Terry Tan Child Centre has an obligation to ensure that all parties are aware of the Complaint Review Process.

For the purpose of the policy, clients are defined as parents, staff, students, volunteers, Board Members or agencies who seek or receive services from Terry Tan Child Centre.

PROCEDURE FOR PARENT/STUDENT/VOLUNTEER/BOARD MEMBERS

- 1) Please present your complaint to the Supervisor in writing. If complaint is of a verbal nature, the procedure below will be followed.

PROCEDURE FOR LICENSEE

- 1) When a complaint is lodged by someone involved with the organization the Supervisor/Executive Director/Designate will meet with the individual who has the complaint to listen to the concern.
- 2) Should the complaint be consistent with accommodation or accessibilities legislation, reference to our Accessibilities for Ontarians with Disabilities Act (AODA) manual will be followed.
- 3) The Supervisor/Executive Director/Designate will recommend that the individual lodging the complaint submit this in writing to the Supervisor.
- 4) The Supervisor/Executive Director/Designate will then complete the Complaint Review Form.
- 5) The Supervisor's responsibility will be to follow up with the individual identified in the complaint.
- 6) The Supervisor will then follow up with the individual who lodged the complaint to identify the action taken and to assess whether or not the situation or concern has been resolved. If further resolution is required, the Executive Director/Supervisor and complainant will formally meet to discuss the concern.
- 7) If a staff is identified in the complaint in relation to staff performance then the complainant will not be present. Any follow up action will be recorded on the complaint review form.
- 8) The Executive Director will be informed of all documented complaints.
- 9) If the complaint involves the Supervisor then the Executive Director will complete the process.
- 10) All formal complaints in writing will be presented to the Board of Directors.
- 11) The organization's response time will be 2 business days, the resolution time will depend on the nature of the complaint.

If complaints are in the form of a Serious Occurrence, then the Serious Occurrence Policy would be followed.

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*.

SERIOUS OCCURRENCE:

Incidents are reported to the Serious Occurrence Reporting Line immediately and followed up if required by the Licensing Specialist. When an incident is reported there will be a summary posted for parents on the Parent Information Board for 7 days. The full policy is available on the policy board by the Office.

A serious occurrence is defined under the Child Care and Early Years Act as:

- a. the **death of a child** who receives child care at a licensed home premises or child care centre;
- b. **abuse, neglect or an allegation of abuse or neglect** of a child while receiving child care at a home premises or child care centre;
- c. a **life-threatening injury to or a life-threatening illness** of a child who receives child care at a home premises or child care centre;
- d. an incident where a child who is receiving child care at a home premise or child care centre goes **missing or is temporarily unsupervised**, or
- e. an **unplanned disruption of the normal operations** of a home child care premises or child care centre that poses a risk to the health, safety or well-being of children receiving care at a home child care premises or child care centre.

Any Serious Occurrence that has occurred will be posted on the bulletin board outside the centre office identifying the date and nature of the occurrence only

BOARD OF DIRECTORS:

Terry Tan Child Centres are non-profit childcares operated by a Volunteer Community Board of Directors. The Board is comprised of 4 parent representatives and 3 community representatives. The Board of Directors governs both the Eatonville and Bloordale locations. An Executive Director is employed by the Board to administer both locations. The Board meets a minimum of six times a year to set policies in accordance with the Child Care and Early Years Act. Board meetings are held regularly and open to parents and staff.

Each year, at the Annual General Meeting, the Board of Directors for the following year is elected by the membership. Since the Directors elected at this meeting are responsible for the operation of the organization for the next year, we would like to emphasize the importance of parents attending the Annual Meeting. Each family that has child (ren) enrolled at the centre for the 60 days prior to the Annual General Meeting are considered members and will have one vote at the meeting.

Our By-laws state that the term of office for a Director is two years. The By-laws do allow for Directors to run for more than one term. Parents will be notified of the upcoming parent vacancies on the Board through newsletters. Vacancies occurring on the Board of Directors during a term will be appointed by the Board for the balance of the term. By-laws are available to all parents upon request.

There are a total of 7 Directors representing the following categories:

1. Representative from Bloordale United Church
2. Two parents with one or more children attending Eatonville
3. Two parents with one or more children attending Bloordale
4. One community representative with experience in integration who is not an employee of the corporation
5. One person with professional childcare experience who is not an employee of the corporation

Revised June/11, May/12, Aug/14, Oct/14, Jan/15, Dec/15, Apr/16, Jul/16, Aug/16, Oct/16, Nov/16, Jan/ 17, Apr/17, June/17,
Sept/17, Aug/18 Revised Jan/19, Feb/19, Dec/19, Jan/20, Jan/21, Jan/22, May/22/Jan-2023/May-2023/Dec-2023/Jan
2024/Oct2024/Jan2025