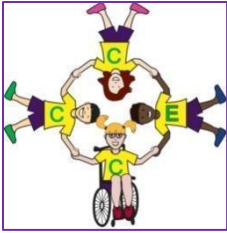


Central Eglinton Children's Centre - Family Handbook



Central Eglinton Children's Centre
St. Monica Satellite Programme
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February 2023

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Introduction

Welcome to Central Eglinton Children’s Centre (CECC).

This handbook provides information about CECC’s history, policies, procedures, and routines. If you have any questions, feel free to speak with our director.

PLEASE CHECK OUR WEBSITE REGULARLY – <https://centraleglintonchildrenscentre.com/>

You will find under our “For Families”:

- Updates to our Handbook
- Forms
- Menus
- Policies
- Resources
- AODA Accessibility

If you wish to provide feedback or comments, you may do so in person, by phone, e-mail, or hand-written letter.

About CECC

Central Eglinton Children’s Centre (CECC) is a not-for-profit, charitable organization that is overseen by the Ministry of Education (through The Child Care and Early Years Act); The City of Toronto - Children’s Services; The Toronto District School Board (TDSB) and The Toronto Catholic District School Board (TCDSB). It is run by an elected/appointed Board of Directors who oversee the general operation.

As educators and community members, we are committed to ensuring that each child, family, and caregiver is safe from racism and discrimination and has equitable opportunities to thrive. To fulfill this responsibility, CECC has developed an access and equity/anti-bias policy, which promotes respect for Age, Ancestry, Colour, Race, Citizenship, Ethnic Origin, Place of Origin, Creed, Disability, Family status, Marital status (including single status), Gender Identity, Gender Expression, Receipt of Public Assistance (in housing only), Record of Offences (in employment only), Sexual Orientation.

Programme Statement

CECC provides a secure, supportive, and trusting environment in which children are recognized as being competent, capable, curious, and rich in potential. It is an inclusive, play-based learning space in which children are free to develop and grow at their own pace. We acknowledge that children have a variety of learning styles, methods of understanding and ways of building knowledge. The goals of our programme are to nurture independent thought and action, self-confidence, emotional health, and social awareness.

Our Registered Early Childhood Educators are knowledgeable, empathetic, and compassionate. They believe in the power of play and the many ways that it nurtures inquiry and exploration. Through observation, reflection and provocation, our educators create a responsive, relevant, and meaningful learning environment that values each child’s unique needs and interests. Educators ask questions and build on children’s curiosity and ideas to cultivate knowledge, understanding, and a sense of wonder about their physical and social world. They see play and inquiry as key components to a balanced, comprehensive programme that promotes belonging, engagement, expression, and well-being.

Families are an integral part of our programme and, by forming authentic, trusting relationships with them we provide a strong sense of belonging, collaboration, and community.

In partnership with families, we believe that cultivating caring relationships and strong connections among and between children, adults, and the world around them, creates an optimal learning environment that will foster community minded, compassionate, and self-aware individuals.

How does learning happen at CECC?

Our play-based curriculum supports how we:

- a) Promote health, safety, nutrition and well-being through our daily planning, policies, hygiene and health practices, and our comprehensive menu.
- b) Build positive, inclusive, and responsive interactions amongst the children, families, educators, and local community partners.
- c) Provide and promote opportunities for children to communicate effectively and build on their self-regulation.
- d) Focus on children’s social, emotional, physical, creative, and cognitive development in a holistic way, valuing them as individuals and as competent contributors with their own interests and points of view.
- e) Provide environments in which children learn through exploration, play and inquiry, which are adult supported, and child initiated.
- f) Provide opportunities that promote active, and passive play, rest and quiet time, indoor and outdoor play, considering the unique needs of each child.
- g) Foster the engagement of, and ongoing communication with, families about their children and the programme, through daily logs, “Storypark,” bi-annual parent/teacher chats, and phone calls.
- h) Involve local community partners and allow the partners to support the children, their families, and educators.
- i) Encourage self-reflection, discussion, and ongoing collaboration among our educators through continuous professional learning.
- j) Engage with families, using their values, strengths, contributions, and unique perspectives in the delivery of our curriculum.
- k) Document and review the impact of the above strategies on how they affect the children and their families.

Location and Facilities

We occupy space in two schools: Eglinton Public School and St. Monica’s Catholic School. An important advantage of being in a school is that children can make the transition from childcare to school without leaving the building. CECC’s Registered Early Childhood Educators (R. ECES) and the teachers at Eglinton Public School and St. Monica’s School endeavour to ensure that we work together to provide the best possible care and education for our shared children.

St. Monica’s Satellite Programme is an integral part of CECC. It is treated as an extension of our main site at Eglinton Public School. Staff, equipment, and budget are shared between sites. Often, the Educators and children from St. Monica’s will visit Eglinton for special events, staff meetings, etc. St. Monica’s programmes may operate at Eglinton on shared professional development days, March Break and Christmas Break. St. Monica’s families may register for Summer Camp operated from our Eglinton site.

Programmes

Toddler Programme – Eglinton Site only

- From 18 months
- Maximum 15 children per room
- Educator to Child Ratio 1-5
- 7:30 a.m. – 6:00 p.m. (Monday to Friday)
- 12-month programme
- Closed statutory holidays and one week before Labour Day
- Snacks and lunch included.
- Children move to Pre-School when space allows.

Pre-School Programme – Eglinton Site only

- From 30 Months
- Maximum 16 children per room
- Educator to Child Ratio 1-8
- 7:30 a.m. – 6:00 p.m. (Monday to Friday)
- 12-month programme
- Closed statutory holidays and one week before Labour Day
- Snacks and lunch included.

Kindergarten Programme – Before and After Care – Eglinton Site

- Attending Junior and Senior Kindergarten at Eglinton Public School
- Maximum 26 children per room
- Educator to Child Ratio 1-13
- 7:30 a.m. –start of school day and end of school day to 6:00 pm (Monday to Friday)
- 7:30 a.m. – 6:00 p.m. on PD Days, March Break, Christmas Break
- 10-month programme
- Closed statutory holidays and one week before Labour Day
- Snacks included.
- 3rd Party Before and After Care Provider, contracted by the TDSB, contract renewed annually.

Kindergarten Programme – Before and After Care – St. Monica Catholic School

- Attending Junior and Senior Kindergarten at St. Monica Catholic School
- Maximum 26 children per room
- Educator to Child Ratio 1-13
- 7:30 a.m. –start of school day and end of school day to 6:00 p.m. (Monday to Friday)
- 7:30 a.m. – 6:00 p.m. on PD Days, March Break, Christmas Break, Children may attend Eglinton Site
- 10-month programme
- Closed statutory holidays and one week before Labour Day
- Snacks included.
- 3rd Party Before and After Care Provider, contracted by the TCDSB, contract renewed annually

Kindergarten Summer Programme – Eglinton Site – Please see Appendix B

- -Open to all children attending Junior and Senior Kindergarten in the June before the programme begins
- First come, first served.
- CECC’s families may register before the general public.
- Maximum 26 children per room
- Educator to Child Ratio 1-13
- 7:30 a.m. – 6:00 p.m.
- July and August
- Closed statutory holidays and one week before Labour Day
- Snacks included.
- Cost of field trips included.

School Age Programme – Before and After Care - Eglinton Site

- Attending Grades 1-5 at Eglinton Public School
- Maximum 30 children per room
- Educator to Child Ratio 1-15
- 7:30 a.m. – start of school day and end of school day– 6:00 p.m. (Monday to Friday)
- 7:30 a.m. – 6:00 p.m. on PD Days, March Break, Christmas Break
- 10-month programme
- Closed statutory holidays and one week before Labour Day
- Snacks included.
- 3rd Party Before and After Care Provider, contracted by the TDSB, contract renewed annually.

School Age Programme – Before and After Care – St. Monica Catholic School

- Attending Grades 1-6 at St. Monica Catholic School
- Maximum 30 children per room
- Educator to Child Ratio 1-15
- 7:30 a.m. –start of school day and end of school day– 6:00 p.m. (Monday to Friday)
- 7:30 a.m. – 6:00 p.m. on PD Days, March Break, Christmas Break, children may attend Eglinton Site
- 10-month programme
- Closed statutory holidays and one week before Labour Day
- Snacks included.
- 3rd Party Before and After Care Provider, contracted by the TCDSB, contract renewed annually.

School Age Summer Programme – Eglinton Site – Please see Appendix B

- Open to all children attending Grades 1-5, in the June before the programme begins.
- First come, first served.
- CECC’s families may register before the public.
- Maximum 30 children per room
- Educator to Child Ratio 1-15
- 7:30 a.m. – 6:00 p.m.
- July and August
- Closed statutory holidays and one week before Labour Day
- Snacks included.
- Cost of field trips included.

Moving Programmes

CECC may move your children between rooms of the same age group, depending on developmental and/or operational needs. We will inform you of the changes when they occur.

Admission to CECC

Wait List Policy

As there is a high demand for space in CECC, the details of families who would like to register in one of our programmes, will be kept on a wait list. This does not guarantee a space in the programme, as our wait lists can be extensive. CECC does not charge for families to be placed on the list.

The Director reserves the right to manage the wait list in the best interest of CECC. Admission will be granted at the Director's discretion based on programme needs and space availability.

To add your child to our waitlist, please complete the form on CECC's website: centraleglintonchildrenscentre.com, admissions page.

- Date
- Your child's name.
- Child's date of birth
- Site (Eglinton or St. Monica)
- Sibling information if applicable
- Age group
- Desired start date
- Home address
- Phone number
- Supports required for your child.
- Subsidy number from Toronto Children's Services

Priority

For admission purposes, CECC's priority is to fill spaces with full time children who live in our school districts.

For our **Eglinton Site's Toddler & Preschool programmes**, priority is given in the following order:

1. Children moving within CECC's Programmes – ex. Toddler/Pre-School
2. Siblings of children enrolled in CECC's Programmes, who are eligible to attend Eglinton Public School
3. Children on CECC's Full Time wait list, who are eligible to attend Eglinton Public School
4. Children on CECC's Part Time waitlist, who are eligible to attend Eglinton Public School
5. Siblings of children enrolled in CECC's Programmes, who are not eligible to attend Eglinton Public School
6. Children on CECC's Full Time wait list, who are not eligible to attend Eglinton Public School
7. Children on CECC's Part Time waitlist, who are not eligible to attend Eglinton Public School

For our **Eglinton Site's Kindergarten & School Age Before & After programmes**, priority is given in the following order:

1. Children moving within CECC's Programmes, who are eligible to attend Eglinton Public School
2. Siblings of children enrolled in CECC's Programmes, who are eligible to attend Eglinton Public School
3. Children on CECC's Full Time wait list, who are eligible to attend Eglinton Public School
4. Children on CECC's Part Time waitlist, who are eligible to attend Eglinton Public School

For our **St. Monica Site's Kindergarten & School Age Before & After programmes**, priority is given in the following order:

1. Children moving within CECC's Programmes, who are eligible to attend St. Monica Catholic School
2. Siblings of children enrolled in CECC's Programmes, who are eligible to attend St. Monica Catholic School
3. Children on CECC's Full Time wait list, who are eligible to attend St. Monica Catholic School
4. Children on CECC's Part Time waitlist, who are eligible to attend St. Monica Catholic School

***Please note:**

*Eligibility for attendance at our affiliated schools, changes from time to time, please check the schools' (TDSB) websites for the most recent information.

*Admission to CECC's Toddler and Pre-School Programmes does not guarantee space in the affiliated elementary school

Admission

If a space is available, you will be notified by email and given a deadline by which to respond. If no response is received, an effort will be made to notify you by phone. If no contact is made or the deadline is missed, your child's name will be removed from the waitlist.

- If you are unable to take the space at the time offered, but would still like a space at some point, we will allow you to keep your priority on the waitlist. If you decline for the second time, we will remove your name from the list, or you may choose to have your name moved to the bottom of the waitlist.
- If you accept, you will be given a deadline by which the deposit and forms must be submitted to secure space. If the deadline is missed, your child's name will be removed from our waitlist and the space given to another child.

Registration

To register, you must complete the following information and submit it to CECC:

- Online Application Information (Registration Package)
- Proof of Address i.e., lease, utility bill
- Immunization Record (Yellow card from doctor)
- Consent form signed by both parents (if applicable)
- Pre-Authorized Debit Agreement completed and signed and void cheque for verification in order that monthly fees might be processed as electronic funds transfers on the first of each month.
- A "refundable deposit." This will be deducted from your bank account when we receive your registration package and PAD agreement. The deposit will be refunded with sufficient withdrawal notice, 1 month.
- Allergy and/or medical information (if applicable)
- Medications i.e., EPI Pen, Asthma Medications (labeled with child's name, and pharmacist's label/prescription), non-prescription medication i.e., antihistamine, may be accompanied by a doctor's note.
- Treatment Plan (Medication), signed by your doctor (if applicable)

Please Note: If there are any changes to your contact information or your child's medical information after submitting your application, please inform CECC immediately.

Annual Re-Registration

In March each year, our enrollment for the following September is determined.

To reserve a space for the following year you will need to complete and sign the forms in the package distributed to you in late February and return it by the deadline given:

Please Note: After the deadline, remaining spaces are offered to families on the waitlist. If your registration is returned late, your child's space for the following September will not be guaranteed, and you will need to add your child's name to our wait list.

CECC's priority is to serve the families of children within our schools' attendance areas. Therefore, if you move out of the attendance areas once you have been admitted, you may be asked to make alternate care arrangements as soon as possible.

Part Time Space

CECC's priority is to fill our spaces with Full Time children. If the full time wait list has been exhausted, we may arrange partnerships to fill spaces with children from our part time wait list.

Age Limit

Eglinton - Children will be eligible to stay with CECC until the last day of August (or the end of Summer Camp), in the year in which they turn 11 (or the end of Grade 5)

St. Monica - Children will be eligible to stay with CECC until the last day of August (or the end of Summer Camp), in the year in which they turn 12 (or the end of Grade 6)

Special Needs Inclusion

If your child has needs which may require extra resources, staffing, and/or special equipment, please speak with us prior to registration on our waitlist. We will arrange to speak with you to get a better sense of your child's needs, and if we can accommodate them. If your child is already involved with another agency, we will ask you to sign a permission form that allows sharing of information between CECC educators and the agency.

If, after meeting with you, the educators determine that CECC may not be the best option for your child, we will try to help you with alternative childcare arrangements by working with our community partners, Toronto Children's Services, and if the child is school age, with the school.

If it is determined that we can accommodate your child's needs, we will meet with you at registration time to formalize an individual support plan. Please see CECC's Special Needs Policy, available in CECC's office and our website.

Busing

We do not accept students who are bussed.

Welcome Visits

Prior to starting CECC, a meeting will be arranged between you and the educators from the room in which your child will be enrolled. Educators will use this opportunity to get to know you and your child a little, to gather information pertinent to your child's care, and to answer any questions you might have.

- Toddler/Pre-School - We suggest that the visit be held somewhere that your child feels at ease, usually in your home, or a favourite park. We will do our best to accommodate your family's schedule.
- Kindergarten/School Age – We will arrange a brief introduction meeting with our Educators.
- Prior to attending, we will arrange an orientation and tour of the programme.

Fees

Fee Review

Fees are determined by the Board of Directors and are payable one month in advance. The Board of Directors, through CECC's Treasurer, will communicate information about finances/fees at the Annual General Meeting. CECC will notify you, whenever possible; at least one month in advance of any fee changes (Section 9.1 of CECC's By-Laws).

Method of Payment

CECC accepts payments by direct debit provided by TD Canada Trust. Upon registration, you will complete a Preauthorized Debit form. Fees will be deducted from your bank account on the 1st of each month. Please note, you will see TD Canada Trust listed on your bank statement. An invoice will be emailed to you prior to the transaction so that you can identify any issues.

Deposit (Non-Base Fees)

Year-Round Programme - A security deposit equal to half a month's fees is payable upon registration and will be held in CECC's non-interest-bearing account. It will be returned to you provided proper notice of withdrawal is given.

Summer Camp - A security deposit of \$100 per session is payable upon registration and will be held in CECC's non-interest-bearing account. It will be returned to you provided one month's notice is given.

Notice of Withdrawal

Families attending CECC for more than three months:

To withdraw from CECC without penalty, you must give one full month's written notice. If insufficient notice is given, you will forfeit your full deposit. On your child's last day, you will receive a refund, but if you have outstanding fees, they will be deducted from your deposit.

Families attending CECC for fewer than 3 months:

One month's written notice is required to withdraw from CECC. On your child's last day, you will receive your deposit, minus a \$100 administration charge. If you have outstanding fees, they will be deducted from your deposit.

Absence Due to Illness or Vacation

CECC employs Staff based on the number of children in each of its programmes. If your child is absent due to illness or vacation, there is no reimbursement of fees.

Late Payment (Non-Base Fees)

Pre-Authorized Debits will be processed on the 1st day of the month or the weekday closest to the 1st. If your payment was declined, other than an NSF, for example: You stopped the payment, provided a wrong account, closed an account, and did not notify us or recalled a payment, a surcharge of \$25.00 will apply to each debit that was declined. The charge will be added your invoice for the upcoming billing period unless you have made specific arrangements with CECC's Treasurer or Director. Failure to pay your fees within one month of the due date may mean an automatic withdrawal of your child from the programme. If you pay all outstanding fees, your child will be reinstated providing there is space.

If you leave CECC, you are responsible for settling all unpaid debts. If you default on payment, CECC shall pursue any reasonable means to recover the debt.

N.S.F. Payments (None Base Fees)

If your payment is marked NSF, a \$25.00 service charge is applicable. If CECC receives one Non-Sufficient Funds (NSF), CECC's Treasurer or Director will contact to you to arrange to debit the payment again from your financial institute.

City of Toronto Subsidies

Families who receive City of Toronto Subsidies are entitled to take up to thirty-five (35) days off within the calendar year (January-December). This will include time due to illness or vacation. If you have a subsidy, you will be required to sign an acknowledgement form, stating you will adhere to the policy.

Please note: If you take more than thirty-five days, you must pay CECC's full fee rate for the extra days. (See CECC's Fee Schedule on the website)

Income Tax Statements

Income tax statements of fees paid will be provided to all registered users of CECC's programmes by email, before the end of February in the following year. If your family leaves CECC before the tax receipts are issued, please contact our office to have yours sent. Please ensure that CECC has your correct address.

Canada Wide Early Learning and Child Care Plan (CWELCC)

The Government of Canada has identified childcare as a national priority to enhance early learning and childhood development, support workforce participation and contribute to economic recovery.

Through its 2021 Budget, the federal government committed to investing in a national childcare system with all provinces and territories, as well as Indigenous organizations. As part of this agreement, Ontario will receive \$13.2 billion over six years beginning in 2021-22.

Funding under the Canada-Wide Early Learning and Child Care Agreement (CWELCC) will be used to build and leverage the success of Ontario's existing early learning and childcare system by increasing quality, accessibility, affordability and inclusivity in early learning and child care, towards achieving the objectives of:

- Providing a 25% fee reduction retroactive to April 1, 2022 building to a 50% reduction in average parent costs (based on 2020 levels) for licensed early learning and child care by the end of calendar year 2022 and reaching an average parent fee of \$10 a day by 2025-26 for licensed child care spaces;

What the CWELCC means for CECC's Families

- Eligible Families – your family will receive a reduction in fees if your child is under the age of six, or six before the end of June 2023. Children who turn six after the end of June, will be eligible until the end of the month in which they turn six.
- Ineligible Families – if your child is in CECC's school age programme, and they are over six years old.
- October 1st, 2022, monthly fees for eligible families were reduced by 25%.
- October 28th, 2022, eligible families received a 25% refund of fees from April 1 to September 30, 2022
- January 1st, 2023, monthly fees for eligible families were reduced by a further 37%, based on the rate charged in December 2022.

CECC will further reduce fees 2023-2026 with direction from the Ministry of Education.

Days of Operation

Holiday Closures

Holiday	Dates Closed
New Year's Eve*	December 31 (may close for ½ or full day)
New Year's Day *	January 1 (or the closest weekday)
Family Day	3 rd Monday in February
Good Friday	March or April depending on Calendar
Easter Monday	March or April depending on Calendar
Victoria Day	May depending on Calendar
Last day of school year	Determined Annually by the school boards. CECC Closed for half day or full day)
Canada Day	July 1 st (or closest weekday)
Civic Holiday	1 st Monday in August
Preparation Week	Week preceding Labour Day
Labour Day	September depending on Calendar
Thanksgiving Day	October depending on Calendar
Christmas Eve *	December 24 th (may close for ½ or full day)
Christmas Day *	December 25 th (or closest weekday)
Boxing Day *	December 26 th (or closest weekday)

Christmas Holidays

*CECC may be closed for part or all the Christmas Break. This is determined by the Board of Directors and the School Boards. Notice will be given prior to the holiday. We will conduct an attendance survey before breaks and possibly before P.A. days to confirm attendance to make best use of our staffing resources, and payment for trips, guests, etc..

Please Note: The Board of Directors may approve other closures throughout the year. These will be communicated to you through email and Storypark as well as postings in the classrooms or entrance/exit doors.

Preparation Week – The week before Labour Day

The week before Labour Day each year, **CECC closes all its programmes**. During this week, the educators prepare for a new school year.

Emergency Management Policies and Procedures

Fire or Evacuation

If CECC must evacuate the building due to fire, flood, outbreak etc. we will follow the directions of the school board, as directed by the public health department or fire marshal. We may go to an evacuation site, determined by the school boards. If school is not in session and we must evacuate, we will go to the following sites:

- Eglinton site – St. Peter's Church, 817 Mt. Pleasant Road, M4P 2L1 or,
- St. Monica site - St. Monica's Church, 44 Broadway Avenue, M4P 1T4

If an emergency evacuation occurs, we will contact you via Storypark message, Twitter, e-mail and/or phone.

CECC Closures

There may be occasions in which safety concerns will cause the school board, or CECC, to close the Centre (ex. Flood, severe weather, work actions or other important reasons).

Communication – Closure

Early or Unplanned Closure - We will contact you or your emergency contacts via Storypark message, e-mail and/or phone.

Planned Closure - We will contact you via Storypark message, e-mail, CECC educators will remind you of the closure at drop off/pick up time.

Severe Weather - In the case that school is closed due to inclement weather, all CECC's programmes will be cancelled. There will be no refunds for these days. Information related to closures of our programmes will be posted to our Twitter Account, Storypark and sent through email.

Teachers' Work Actions or Other Short Notice Closures - Please check social media or news for updates. Information will also be found on the [TDSB](#) or [TCDSB](#) websites. We will send related information to you through Storypark and email, as well as messages on the answering machines at St. Monica's and Eglinton. St. Monica 416 544-0059 Eglinton – 416 440-0383

School Board Work Action

If there is a full walk out by teachers or support educators, our operation is contingent on the instruction of the TDSB or TCDSB as follows:

If the TDSB or TCDSB allows us to occupy the school, CECC will operate for a shorter day: 8:15 a.m. to 5:15 p.m. This will allow us to maintain safe child/educators' ratios. To do this, we will need at least 24 hours of notice to arrange staffing, classroom, and nutritional logistics. If we do not receive notice, please be prepared for us to close for the day, and re-open once we have made the necessary arrangements. If the TDSB or TCDSB makes the decision to close schools entirely, and we do not have access to our facility, CECC will unfortunately be unable to provide childcare for the duration of the closure. Moving the children, supplies and equipment will not be feasible.

Fees During Closure

Please Note: In the cases where CECC must close, as we will continue to have the same financial responsibilities, we will be unable to refund fees.

Pick-up and Drop-off

Arrival and Departure

CECC's hours of operation are from 7:30 a.m. to 6:00 p.m. As a safety precaution, you must sign your children in and out, on the parent portion of the classroom attendance, when they arrive and leave. The Educators will record the times your children enter and leave on the teachers' attendance. Your child's R.ECE will direct you to the location of the attendance book on your first day. **Please note:** CECC is not responsible for your child if they are not signed into one of our programmes.

Children under 10 years must be escorted to and from childcare by a person no younger than 14 years of age. For children over 10 years to come to, or leave CECC on their own, you must sign a form waiving CECC of any responsibility.

If your child is going to be absent, dropped of late, picked up early, or picked up by someone else, please email to notify us at contactcentraleglinton@gmail.com. If someone other than you is to pick-up your child. Please ask the person to bring picture identification to produce to educators upon request. As an added safety precaution, Educators who are unfamiliar with the individual picking up will ask for ID even if it is a parent or someone who regularly picks up.

Please note: We assume your child is attending CECC and will search for them after school unless you have sent a notification that they will not be in attendance.

Our drop off period in the morning ends at 8:45 a.m. so that we may gather the children and have time to take them to their classrooms. If you arrive in the playground after we have closed the sign in area, please drop off your child director to their schoolteacher.

Illness Log

Each year, families will be given a link which is used to report any illness absences. We analyse the records to help us identify if we need to contact Toronto Public Health. Please ensure you use the link every time your child is going to be absent due to illness.

After-School Programmes

If you wish your child to participate in after-school programmes offered through St. Monica's or Eglinton Schools, you will be required to sign a waiver freeing CECC from liability until your child is in our direct care.

Permission to Enter and Leave CECC

If your child is over ten years old, you may sign a waiver giving them permission to travel to and from CECC without an adult escort.

Late Pick-Up

All children must be signed out and leave CECC by 6:00 p.m., according to our classroom clock. It is extremely important that children attending CECC are picked up on time. In case of an emergency, you must call CECC to inform us that you may be delayed or unable to pick-up your child. Calling in advance does not waive the late fee. We encourage you to

establish back-up arrangements with friends, other parents and/or family. The names of the backup persons should be listed on the release form in your child's file. If someone other than you, or those listed in our files, is to pick-up your child, you must inform CECC. The person must provide CECC with photo identification.

Staff members are prohibited from being emergency pick-up persons.

If your child is not picked up within an hour of the Centre's closing, CECC will fulfil its legal obligation to call the Children's Aid Society (C.A.S.) and/or the Police. C.A.S. will provide a safe place for your child to stay until they are picked up by you.

If you, or your designate have not signed your child out by 6:00 p.m.

- Eglinton: You will need to see the Educators in room 105 to sign out and pick-up your child.
- St. Monica: You will need to see the Educators in room 119 to sign out and pick up your child

Late Penalties

You will be charged the following financial penalty:

- The first 5 minutes or any part thereof: \$10
- Each minute thereafter: \$2

*There will be one charge for siblings in the same family.

All penalties must be paid to CECC's Director/Assistant Directors (Acting Supervisor at St. Monica's) the following morning for your child to return to care. A child will not be admitted back into care until the appropriate late penalty fees are paid.

In addition to the late charge, we will apply the following if your child is not picked up on time:

1st occurrence in CECC's year September – June (July & August - Summer Camp)

- You will be given a copy of the Late Fee Policy

2nd occurrence

- You will receive a reminder letter from the Board of Directors

3rd occurrence

- A \$50 surcharge will be added to your penalty.

Recurring lateness after the 3rd occurrence may, at the Board of Directors' discretion, result in increased penalty charges or withdrawal from CECC

Parking

Eglinton

There is no parking in Eglinton School's loading area. You may drop-off and pick-up in the Drop-Off Zone on Brownlow Avenue, for a maximum of ten minutes. **Please note** you will receive a parking ticket if you park in the busing zone or block the garbage container.

St. Monica's

There is no parking at St. Monica's School.

Strollers

Eglinton Site only – The school has designated the grassy verge, adjacent to the playground. Please lock your stroller to the fence and make sure it is suitable for all weather conditions.

During the Day

Communication

Our primary method of communication is via e-mail - contactcentraleglinton@gmail.com and the Storypark app. Please make sure we have your current email address on file and make sure you check your email often.

Storypark

Storypark is a private online service that helps teachers, parents and families work together to record, share, and extend children's learning. We use it to capture your child's development by posting photos, videos, stories, moments, notes, and responses. Families may participate by completing the necessary forms. Storypark has five components:

- Community Posts – to keep you up to date on CECC's, events, closures etc.
- Routines – For Toddler and Pre-School, daily reports on eating, sleeping and toileting routines.
- Conversation tab – to connect with your child's team.
- Learning Stories – To see/hear about the learning happening in CECC.
- Individual Support Plan – outlining the strategies we use to support your child's learning/development.

Conversations

Our aim is to allow for one of your child's teachers to be available at drop off and at pick up to allow for time to check in and share essential information about daily care: changes in sleep, changes in mood, daily activities, etc. If this is not possible, staff may contact you through Storypark or a telephone call.

Daily Charts

The Toddler and Pre-School children will have daily charts, through which the educators will communicate their eating, toileting, and resting/sleeping routines. These charts will be shared and updated through Storypark's routines tab.

Nutrition

Our menus are planned according to the Canada Food Guide and are annually reviewed by a certified nutritionist. Seasonal menus are posted in each classroom. You may download a copy from our website.

CECC needs to monitor the food we serve for nutritional value and allergens. Therefore, we only serve food prepared on our premises or food purchased from one of our recognized retailers or wholesalers.

CECC serves a light snack from 7:30 a.m. to approximately 8:15 a.m. It was initiated for the children who do not have the opportunity to have breakfast before they leave home. It is not a breakfast replacement.

On PD Days, the Kindergarten and School Age Children are required to bring their lunches. Lunch eaten in CECC, on P.D. days or holidays, will be checked by the educators. If we find foods that may cause allergic reactions or are not part of a nutritious meal, we will replace them with a healthier option.

If, by chance, you forget to pack a lunch, and cannot bring it to CECC by lunch time, we will provide your child with our daily lunch.

Please do not bring any food, other than the kindergarten or school age lunches, to CECC. If your child requires a snack when you drop off or pick-up, please allow them to eat it off CECC's premises.

Please note: We do not have microwave ovens available for classroom use.

Please make sure you transport your child's lunch in a thermal bag with an ice pack. Lunch boxes and bags must be labelled with your child's name. Please make sure you do not include nuts or nut products in your child's lunch.

Meals/Lunch

We provide nutritionally adequate meals and snacks.

- Each meal includes at least four food groups.
- Each snack includes at least two food groups.

Mealtimes also include.

- Opportunities for children to develop a positive attitude toward a wide variety of foods.
- Opportunities for children to prepare and serve food.
- Opportunities to develop and enhance socialization skills, self-regulation, and language skills.

We make every effort to purchase healthy foods that have whole grains, unrefined sugar, and low sodium fruits, breads and vegetables may vary depending on availability. Crackers, cheese, and yogurt are available as an alternative. Toddlers are served whole milk and milk products. In addition, alternatives will be offered to children who have Allergies, Religious Preferences, or are Vegetarians.

Food Allergies

Although CECC makes every effort to accommodate the needs of children with food allergies, please keep in mind that we cannot guarantee an allergen-free environment. If your child has food allergies or is on a special diet, you should notify, in writing, CECC's Director so that special arrangements can be made. If there are any changes in your child's allergy status, you must inform CECC in writing. When you bring foods for lunch and snack, please make sure they are peanut, tree nut free. Any changes and updated information will be shared with families via email.

Birthdays

To help include everyone in birthday celebrations, each class will prepare a special snack and/or activity. Therefore, please do not send treats.

CECC does not host birthday parties. We will provide you with a class list in the fall (and upon request thereafter) so that you may send invitations to classmates. If you would like invitations to be handed out, please give them to the educators to ensure that they are distributed discreetly.

Holiday Celebrations

Our celebration of holidays and special days is in response to the experience and interests of each child and his or her family and community.

Activities related to holidays and special days will be simple, meaningful, open-ended, and reflective of children's development and knowledge. We welcome your input and/or participation.

Special Events

Throughout the year, CECC organizes excursions and special activities, concerts, special guests etc.

Photographs, Videos and Audio Recordings

From time to time, we may take photographs, use videos, or make recordings of your child. The photographs etc. will be used for activities or displays in our classrooms, Storypark posts and for our emergency field trip binders. They will not be used for any other reason, without your permission. Please see the permission form in your consent forms.

Please note: When your children are under CECC's supervision, i.e., in the classroom, playground or on excursions, you may not take photographs etc. of any of the children other than your own.

Clothing

Much of our programme involves "messy" play such as paint, mud, water, or other materials. Children need to be dressed in comfortable 'play' clothing so they can fully participate as their clothes may from time to time be soiled. Please send one or two extra sets of clothing with your child.

Please also ensure your child is equipped with indoor and outdoor footwear. All footwears should have covered toes and heels, sandals should have a strap on the back. Running shoes are best. Please do not bring slippers or Croc-type footwear as they are not safe for running.

Please make sure that all clothing and footwear are clearly marked with your child's name. While our educators are careful, they cannot be responsible for loss or damage to belongings.

All children must have adequate clothing appropriate for outdoor activities in all types of weather. This should include:

- neck warmer, (no scarves please)
- hat, (no strings please)
- snow pants,
- waterproof mittens,
- coat,
- waterproof, warm boots,
- raincoat and rain boots, please no Croc type boots.

During the warm months please supply:

- sunscreen – must be in its original bottle, please no spray sunscreen.
- sun hat, with a brim
- shoes/sandals with straps, please no flip flops or Croc type sandals

Please Note: If you have agreed to provide sunscreen from home, and we have not received it, we will not apply CECC's sunscreen.

Toilet Training and Diapers

We will change your child 3-4 times per day as part of our regular routine. Please maintain a supply (6+) diapers in your child's cubby always, as well as three or four full sets of clothing. You will need to provide any diaper creams, etc. that you would like used. Please make sure that they are clearly labelled with your child's name. Please note prescription creams, etc. will require that you complete a medical form. Creams, etc. must include a doctor's note or prescription on the label. You will be required to complete the permission to use the creams, on the consent form you complete upon registration.

When your child begins to show signs of toilet readiness, please speak with their educators so that we can collectively work out a plan of how to proceed with toilet training. Our teachers will offer suggestions as to strategies that may work and are feasible in our setting. While children are training, please be sure to provide 5-7 sets of underwear, pants, socks in your child's cubby every day. Please note: As we are unable to disinfect, we do not use potties.

Soiled Clothing and Bedding

Soiled clothing and bedding will be placed in a tied bag in your child's cubby for you to take home for laundering. If your child is given spare clothing, please launder and return to CECC.

Bottles

We provide Homogenized milk for the children under 2 years of age and 2% for children over 2 years. If you are providing expressed breast milk (EBM) for your child, please ensure that the bottles are clearly labelled with the child's name, date, and mother's name. By the time children start our Toddler and Pre-School Programmes, we hope they are mostly weaned from bottles, and are using a sippy cup or regular cup. We do understand that there will be a period of transition as your child settles into the programme, and they may still need the comfort of a bottle. If so, please ensure your bottles are clearly labelled with your child's name. We will store them in the classroom fridge. Please take the used bottle home every evening to clean and refill.

Soothers

We encourage you to wean your child of soothers/pacifiers before starting our programmes. We do understand that there will be a period of transition as your child settles into the programme, and they may still need the comfort of a soother/pacifier. If so, please make sure you provide us with two clearly labelled soothers in a Ziploc-type bag or container.

Toys from Home

Our rooms are equipped with a wide variety of toys and equipment. To avoid loss, damage, or unhappiness, please do not bring home toys to CECC, except for a soft toy, without any strings, for rest time.

Rest Time

Regular sleep or rest times are essential for healthy development. We believe children need a comfortable, calm environment to enable them to relax and refresh. CECC complies with the requirements of the Child Care and Early Years Act, please see Appendix C.

Outdoor Play

Outdoor play is an essential part of CECC's daily programme. We follow the directions mandated by The Child Care and Early Years Act... "Each child over 18 months of age that is in attendance (in CECC) for six hours or more in a day plays outdoors for at least two hours each day, weather permitting..." Kindergarten and School Age children in our before and afternoon school programmes spend at least 30 minutes per day, outdoors or engaged in physical activities. Unless there is a weather warning, or the temperature is below -10° C, we will go outside. In the summer, we will play outside unless the temperature is above 30° C. Once it is warm enough outside, we will provide drinking water in the playground.

Please ensure your child's clothing accommodates all weather conditions and check our Health and Safety Baseline Health Check.

Excursions

From time-to-time CECC's educators may take your child on a neighbourhood walk to visit the store, a local seniors' home or to a community event, etc. We will try to give you notice, but sometimes these trips may be spontaneous.

We may also plan excursions outside our neighbourhood, using private transportation. You will be informed in advance of these trips, and you will receive a permission form to sign.

During warm weather, we may use sprinklers and water squirters. We will take the children to local parks that have splash pads. We also may take the children to outdoor pools or shallow lakes. We always engage extra educators and lifeguards when necessary. We adhere to child/adult ratios recommended by the Life Saving Society.

Risky Play

CECC actively promotes risky play, in our indoor and outdoor play experiences. "While risk may be seen as something that is negative and should be avoided, it is extremely beneficial to children's development. Children require environments that allow them to engage in risk-taking play. Risky play helps children learn about their world; test out what is and is not possible; learn about making mistakes; and discover new things about their space, place, and environment. Risk taking contributes to children's in-depth problem solving and critical thinking skills. Children in over-regulated environments have significantly fewer opportunities to master the challenges that are available in active play spaces." York Region Nature Collaborative.

Babysitting - Employees

Due to conflicts of interest, CECC educators, volunteers and/or student teachers or any other persons having direct contact with the children are not permitted to partake in private babysitting for families enrolled in CECC.

Health and Safety

Daily Baseline Health Check and Communicable Diseases

One of the biggest challenges with group care is to keep everyone healthy. We need your help. If your child exhibits symptoms of ill health, please keep them at home. We are required to keep records of illness in the Centre, so please ensure that you complete illness log (a link will be provided) to report your child's symptoms and if they have been seen by a doctor.

Covid 19

Please complete the daily screen for symptoms of Covid 19 at <https://www.ontario.ca/school-screening/>. We continue to exclude children and staff who have symptoms. If you have any COVID-19 symptoms, even if mild, it is recommended that you stay home (self-isolate) while they are sick.

This means:

- Staying home until they have no fever, and their symptoms are improving for at least 24 hours (or 48 hours if they have gastrointestinal symptoms such as vomiting and/or diarrhea).
- After isolating, your child must wear a well-fitted mask for 10 days, while a CECC, from when their symptoms started.

CECC will provide families with rapid test kits if necessary.

Visual Check

In accordance with The Child Care and Early Years Act, every child will be visually checked by one of CECC's educators to ensure that they are free of symptoms of ill health. The daily "Baseline Health Check" is necessary to prevent the spread of communicable diseases and to protect the ill child. CECC's educators have the authority to refuse to accept any child who is not well enough to attend CECC that day. You will be asked to take your child home.

If your child exhibits symptoms of fever or general ill health, or cannot fully participate in the programme, including outdoor play, you will be notified and asked to pick them up within a reasonable amount of time. Your ill child will be isolated from other children in CECC's office or in Room 119 at St. Monica's School, until you arrive. They must stay at home until they have been symptom free for a minimum of 24 hours, except for vomiting and diarrhoea, which requires a minimum of 48 hours symptom free.

According to Provincial guidelines, outbreaks of certain infections will be reported to the Public Health Department. Serious infections will be dealt with in consultation with The Public Health Department. A list of communicable diseases that we must be report is in CECC's office.

If two or more children or educators show the same symptoms of ill-health at the same time, we will inform the Toronto Public Health Department. On its order, children/educators may be sent home for a period of at least 48 hours or until permission for them to return has been given by their physician or Toronto Public Health.

Please follow this link to a list of reportable communicable diseases: <https://www.toronto.ca/wp-content/uploads/2020/03/964d-tph-CDSU-Reportable-Disease-List-Mar-2020.pdf>

Medical Records

Before a child starts our programme, we must have a complete medical form that shows the child's record of immunization. An annual check is made by the Ministry of Education to see whether all required immunizations are up to date. Please keep immunization records up-to-date and inform CECC's Director, in writing, if there are any changes.

If your child has an affidavit exempting him/her from immunization, they will be sent home for the duration of any Public Health declared outbreaks of illness (where applicable). Please note fees will not be refunded.

Medication

The educators can only administer medicine that has been prescribed by a doctor and only if authorized in writing by you. If your child is on such medication, you will be asked to complete an authorization form. Directions are to be clear, and the medicine is to be in its original container, with the doctor's prescription and with your child's name clearly legible. If your child needs daily medication for an illness or condition such as asthma, a treatment plan must be completed. The plan must include the reason medication is required, the signs and symptoms of the illness, the medication name, dosage, dates, and times to be administered, side effects of the medicine, your signature, and a place for the administering teacher to sign. The medication must have a doctor's prescription/note attached. As a precaution, please give your child the first dose of a new medication at home. Medications will be stored away from children.

Medicated and Non-Medicated – ABHR, Lotions and Creams

Parents/Guardians will be required to provide a health practitioner's prescription for all medications/lotions that have a DIN number, for CECC to administer or apply.

Parents/Guardians will be required, upon registration, to give CECC permission to administer/apply the following:

- Alcohol based hand rubs (ABHR) containing 70% to 90%
- Insect Repellent
- Sunscreen
- Diaper Creams
- Hand/body lotions

Allergies

CECC makes every effort to accommodate the needs of children with allergies. Please keep in mind that we cannot guarantee an allergen-free environment for your child.

Prior to enrolment, we will discuss the signs, symptoms, and treatment protocol for your child. We, along with you, will develop an individual treatment plan and emergency procedures for your child. The medication must have a doctor's prescription/note attached. The plan must be in effect before your child's first day with CECC. Please ensure you provide the current medication, with a visible expiry date.

Your child's plan, along with a photo, will be posted in CECC's classrooms and kitchen. A copy will also be kept in the classroom and office emergency binders. If there are any changes to your child's allergies/individual treatment plan, please provide a letter describing the changes.

CECC encourages you to ensure your child wears a Medic Alert bracelet that states the allergy/ies and the location of the child's medication, i.e., epinephrine -Epi-Pen/s (if applicable).

Training

If your child has an anaphylactic allergy, you will be requested to train CECC's Director, Assistant Director or designate on the symptoms and treatment of the anaphylaxis prior to your child beginning the programme. You may also give a third-party medical practitioner permission to train CECC's educators.

All educators, student teachers and volunteers will be trained to recognize the signs, symptoms, and treatment of your child's allergy. The names and dates of the training will be recorded and kept in your child's file.

Epinephrine – EPI Pens

If your child requires an EPI Pen (Epinephrine), you must provide CECC with one, or preferably two, before their first day. The EPI Pen must be labeled with a doctor's prescription, your child's name, the expiry date, and the dosage. The EPI Pen will be stored in a First Aid pouch, with the emergency back-pack, which will be always accessible. In cold weather, the First Aid pouch will be carried around the waist of one of the teachers. If you wish your child to carry their own EPI Pen, a doctor's note must be attached to the treatment plan. We do not recommend this for children under 6 years.

Accidents

Minor Accident

- Educators will treat the injury and complete an "Injury Report" for you to see and sign at pick-up time. We will keep it on file to track patterns, and areas that may need attention.

Suspected Head Injury

Even if it is considered minor, CECC's educators will contact you. An "Injury Report" will be completed for you to see and sign at pick up time.

Serious Accident

- You or your emergency contact will be informed immediately. If required, an educator, by foot or taxi, may escort your child to the nearest hospital or medical centre. They may have to be transported to a hospital by ambulance. You will be asked to meet them there. If we must take your child to a medical centre and we are unable to contact you, we will pay any applicable fees, with the understanding that you will reimburse CECC in full. An "Injury Report" will be completed for you to see and sign. If the accident is life-threatening, CECC will report it to the Ministry of Education and the City of Toronto, Children's Services department, as a "Serious Occurrence."

First Aid and CPR Training

It is CECC's policy to ensure that our educators and student teachers have up-to-date training in first aid and CPR.

Smoke Free Centre

CECC is a smoke free facility. Smoking is prohibited in the building - Eglinton and St. Monica's sites - or within the school playgrounds, or immediate premises. If you join your child's class on excursions, smoking is not permitted in the presence of children or within their view.

Under the Influence - Policy and Procedure

CECC has a zero-tolerance policy against anyone who appears to be under the influence of drugs or alcohol, when picking up a child.

If the one of the educators believes/suspects that the person is impaired, they will look for signs and symptoms of substance abuse such as: Smell of alcohol or drugs, slurred speech, pupils too large or too small, wavering when standing, glossy and/or red eyes.

If any of these signs/symptoms are present, the educators will notify the director/assistant directors immediately. Either the director or educators will follow this procedure:

- They will inform the individual that the child must remain in the care of CECC based on the Policy and Procedure for persons "under the influence."
- The director/assistant directors will try to persuade the person to call a parent or emergency contact person to pick up the child/ren
- If unsuccessful, they will ask the individual to call a cab or Uber.
- The child/ren will remain at CECC until alternate arrangements can be made.

If the person is uncooperative and attempts to leave the centre with the child/ren, the director/assistant directors will call 911. They will tell dispatch the details about the situation and that immediate assistance is required

Hand Hygiene

To help curb spread of disease and illness, when you enter a classroom for drop off/pick up etc., please make use of the hand sanitizer or wash your hands.

Biting

However unpleasant, biting is a normal part of childhood development.

Young children bite for many distinct reasons: communication, pain of tender gums, attention, curiosity, seeking a reaction, exploring the world, frustration, etc. We try to curb biting incidents by offering alternatives – 'chewlery' or teething rings, encouraging use of simple words, providing stuffed toys for squeezing, etc.

When a bite occurs, we will calmly and firmly remind the child that "biting hurts" and will redirect the child away from the child who was bitten.

Treatment:

As per Toronto Public Health's Policy:

If the skin is not broken, we will wash the wound with soap and water, and apply a cold compress to soothe the child who was bitten.

If the skin is broken, we will:

- Observe both children to see if there was any blood involved,
- Allow the wound to bleed gently without squeezing, clean carefully with soap and water and apply first aid,
- Rinse the other child's mouth with water.
- Inform you as soon as possible, about any biting incident through a phone call and incident report.
- Provide instructions from Toronto Public Health regarding next steps for families.

Scent Aware

Please help us keep the air we share healthy and fragrance-free. The chemicals used in scented products can make some people sick, especially those with fragrance sensitivities, asthma, allergies, and other medical conditions.

Harmful Substances

All medications, disinfectants, hazardous materials will be stored away from the children.

CECC's Educators

Our programmes staffed by a team that includes:

- Administrators – Director/Assistant Directors
- Registered Early Childhood Educators (R. ECEs) that are registered with the College of Early Childhood Educators of Ontario, and in compliance with its Code of Conduct and Standards of Practice
- Early Childhood Education Assistants who are in training to be R. ECEs
- Supply R. ECEs and Assistants who work with us on a regular basis.
- Food Services Personnel – Our Cook, Assistant Cook and Dishwashers
- Student Early Childhood Educators from Early Childhood Education Programmes at George Brown College, Ryerson University and Guelph/Humber
- Volunteers seeking practical experience with groups of children.
- Trip Support Volunteers, parents, family members or family friends who occasionally assist us with supervision on Field Trips. The trip support person is only responsible for their own child/relative/friend.
- Programme Guests family members or other community contacts who occasionally join our programmes to share a special skill.

Supervision of Children

At all times, student early childhood educators, volunteers, trip support or programme guests will be under the direction of a designated CECC educator. They will not be left alone with the children and will not be counted in staffing ratios.

Only CECC educators will have unsupervised access to the children. Volunteers and student teachers will never be left alone with the children. They will be supervised by CECC educators.

Employment or Placement Requirements

For the safety of our children, CECC’s educators, student teachers and volunteers who regularly work directly with our children, are required to undergo:

1. A Police “Vulnerable Sector Check,” (VSC) that must have a “Satisfactory” result. The VSC must be given to CECC’s supervisor/assistant supervisor. Police checks will be repeated every five years, and educators will sign a declaration of offences for each of the other years, within the five-year period.
2. A “Fit-to-Work” Medical and Immunization Check
3. Standard First Aid/CPR Certification

Early Childhood Educators must be registered, and in good standing with the College of Early Childhood Educators. They, in their day-to-day practice, must abide by the College’s Code of Ethics and Standards of Practice. Please see [The College of ECEs website](#) for further details.

Policies and Orientation

All educators, student early childhood educators and volunteers will also have an orientation session, delivered by the Director/Assistant Directors, or designate that includes:

- A comprehensive discussion on CECC’s programme statement, roles, responsibilities, and expectations
- A review of CECC’s policies and procedures i.e., procedures for reporting child abuse etc. – and signing of the accompanying policy acknowledgement forms
- A review of CECC’s Non-Disclosure/Confidentiality Agreement – which ensures that they keep the confidence of all proprietary and privileged information which they are exposed to during their time with CECC.
- Allergy Management & Medication Training
- Training in how to recognize and report child abuse.
- Emergency/Evacuation training and practice
- Infection Control training
- Accessibility for Ontarians with Disabilities Act – Customer Service Sensitivity Training
- Workplace Health & Safety – WHMIS training

Supporting Positive Interactions

“A significant body of research indicates that positive, caring, and respectful relationships are the foundation for optimal learning, development, health, and well-being. By responding positively to children’s cues and engaging in reciprocal interactions with them, educators support the development of secure relationships. Secure relationships contribute to children’s emotional well-being and provide them with a safe environment in which to learn. Positive interactions support the development of social and cognitive competence and communication skills, which in turn strengthen children’s capacity to learn in the short and long term. When children are strongly connected to their caregivers, they feel safe and have the confidence to play, explore, and learn about the world around them. Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child’s unique spirit, individuality, and presence are valued.” (How Does Learning Happen? Ontario’s Pedagogy for the Early Years)

Please see Appendix B, for further details.

Our Practice – Implementation

Our educators recognize that children’s interactions with peers and adults reflect their levels of development, their experiences, and their family cultures. We believe cultivating authentic, caring relationships, and developing connections to create a sense of belonging among and between children, adults, and the world around them, will produce community minded, compassionate, and self-aware individuals. Our educators motivate children to love and believe in themselves by nurturing self-confidence and encouraging them to communicate and interact in a positive way. We prompt children to articulate their needs to others and help them to appreciate and empathize with the needs of those around them.

Children benefit from an affirming, empowering approach that encourages positive interactions with other children and adults, rather than from a negative or punitive approach.

CECC’s Educators:

- Offer intrinsically phrased recognition and authentic reinforcement.
- Provide time for the children to calm and reset, using tools that support emotional and physical regulation.
- Provide a supportive environment that validates children's emotions and nurtures emotional competence.
- Respond to individual children’s cues, needs in the moment, and make responsive and sensitive decisions about the next steps in each child’s learning.
- Promote expression of thoughts, feelings, and needs using developmentally appropriate visual aids and prompts.
- Facilitate social problem solving by empowering children to be a part of the process and encouraging collaborative resolutions.
- Offer fair and natural consequences.
- Take the time to understand children’s individual needs and what may be causing stress behaviour, aiming to meet the need, reduce the stressor, or teach the skill.

Ongoing Monitoring

Educators, student teachers and volunteers follow CECC's "Supporting Positive Interactions" in their work with their colleagues, the children, their families, and the local community. Before starting with CECC, educators, student teachers and volunteers must review the "Supporting Positive Interactions" Policy. CECC regularly monitors the educators' interactions and skills. Formal monitoring, which reviews expectations and goals, is kept in each educator's file. This policy is reviewed prior to employment or placement, annually and/or whenever there are changes.

Prohibited Practices

The provision of prohibited practices forbids corporal punishment and other harmful disciplinary practices to protect the emotional and physical well-being of the children. Therefore, in accordance with Ontario Regulation 137/15, Section 48 of the Child Care and Early Years Act, CECC does not permit the following:

- a) corporal punishment of the child.
- b) physical restraint of the child, such as confining the child to a highchair, car seat, stroller, or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- c) locking the exits of the childcare centre or home childcare 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.
- d) 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.
- e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding; or
- f) inflicting any bodily harm on children including making children eat or drink against their will.

If there are ever situations when our educators may have to respond to a child who is at risk of (needs a strong word) physical harm to themselves or to others, and holding or restraining a child is necessary, there will always be two educators present, all other educators will escort the rest of the children from the area. Once the child has self-regulated, they may be re-introduced to the programme. One educator will stay with the child until they are calm. The situation will be documented in an "Incident Report," which will be shared with the parents/guardians.

The Director/Assistant Directors or designate, will report the incident to the Ministry of Education via a "Serious Occurrence Report."

Duty to Report

Any incidents that involve an employee's violation of this policy are reportable as a Serious Occurrence to the Ministry of Education. CECC's Director or designate, or Board of Directors, if the incident involves the director, will make the report. If the incident involves an investigation, suspension or sanctions of duty, or termination, or if the employee resigns while an investigation is in process, CECC will report the employee to the College of Early Childhood Educators, as per its duty to report.

If you have any concern regarding a situation that includes children other than yours, you must speak directly with an educator, not with the child or children involved.

Specialized Services

On occasion, CECC may collaborate with outside agencies to consult, assess, diagnose, or treat any behavioural or developmental concerns. This is done in partnership with parents/guardians and only with explicit consent.

Serious Occurrences

It is CECC's responsibility to report any Serious Occurrence to the Ministry of Education. To protect the privacy of the person/persons involved, we only use initials to identify them. Once a serious occurrence has been reported, we will post a Serious Occurrence Notification Form, on the wall outside the office or on the notice board between the two St. Monica's classrooms. The form will remain posted for ten days. If the Serious Occurrence is an allegation of abuse or it is a complaint, then the form will be posted once it has been reviewed by The Children's Aid Society and The Ministry of Education, and any follow-up has occurred.

Suspicion of Child Abuse/Neglect

Central Eglinton Children's Centre's educators are legally responsible for reporting any suspicions of child abuse/neglect, not for proving whether child abuse/neglect has occurred. It is the responsibility of a Children's Aid Society to investigate, with police where necessary, gather evidence, assess the child and family's situation, and decide on the appropriate action to be taken on behalf of the child."

Suspension and Withdrawal from CECC

CECC will make every effort to accommodate all children in its programmes. There may, however, be unusual situations in which our programmes cannot meet the needs of some children. This is determined by observations of individual children and the entire group, gathering additional information from parents, CECC, the schools' teachers and other appropriate professionals (with proper release of information).

In this case, the Board of Directors, in consultation with CECC's educators, has the right to decide whether a child should be suspended or withdrawn. A decision to suspend or withdraw will be made with the consideration of the best interests of the child, and the safety of the group.

Whenever possible, the decision to withdraw or suspend a child will be made in accordance with the following process:

1. Documentation

The purpose of documentation is to look for the underlying cause of stress behaviour and to decipher what the child is trying to communicate. At the onset of a child displaying distress, the R.ECE will record the child's actions using an ABC (antecedent, behaviour consequence) chart and/or a confidential journal. Included will be any precipitating events, potential stressors, possible needs to be met, and the strategies used to support the child.

When incidents occur, parents/guardians will be informed via phone call and /or an incident report.

2. Meetings

If concerns persist, a meeting will be held with the parent/guardians, the educators, CECC's Director/ Assistant Directors and (if appropriate) the child. Following this meeting, an action plan will be formulated with specific goals and strategies that address the child's needs or stressors and subsequent behavior. This will be shared with the educators supporting the child, and a copy will be given to the parent/guardians. The team will continue to collaborate to assess any progress, revise any strategies and/or goals or to address further concerns.

3. Outside Agencies

On occasion, CECC may involve outside agencies to consult, assess, diagnose, or treat any behavioural or developmental need. Identification of resources and requests for referrals may also be considered. This is done in partnership with parents/guardians and only with their explicit consent.

4. Compliance with Eglinton and St. Monica's schools' policies

If the child attends Eglinton Public School or St. Monica's Catholic School, CECC will comply with each School's Safety and Security Policies, i.e., Suspension.

5. Suspension and withdrawal - child

If all other methods fail, we will meet with the parent to discuss if or when the child may be suspended or withdrawn from CECC.

If withdrawal is the conclusion, CECC, in partnership with any involved outside agencies, will try to help you make alternative childcare arrangements.

In the case of families in receipt of City of Toronto Subsidy, the Director/Designate will inform Toronto Children's Services Subsidy Division.

Parental Involvement

Integrating families in a meaningful and authentic way is important to us. Our relationships are respectful of structure, culture, values, language, and knowledge. We value parent's unique perspectives and welcome their skills, talents, traditions, and experiences. By partnering with parents through ongoing communication, we ensure interconnected, positive support for every child.

Communication with Educators

Communication is strengthened when you share your child's successes, special happenings or concerns with educators, and the educators will do the same.

Please keep in mind that there are busy times in the programmes, particularly transitions to and from school and lunchtime, which makes it difficult for our educators to speak with you. If you call and the educator you require is not available, they will return your call as soon as possible.

Parent Chats

Twice per year, we schedule parent/R.ECE chats. You also may request chats with the R. ECEs from any of our programmes at a mutually convenient time.

Developmental Assessments

To inform our practice and aid in our planning, when a child enters our programme and routinely thereafter, we do developmental assessments. These are kept in your child's file and the information from them is shared with you during our "Parent Chats."

Individualized Support Plans

We see each child as a unique individual with their own strengths, values, and ways of learning. To honour each child's individuality, educators develop Individual Support Plans as they begin to build relationships. These plans are a guiding tool for educators. They include strategies which are designed to meet the unique needs of your child and help to maintain consistent support. The goal is for the plan to be created collaboratively with you and your family. Once complete, the plans are placed in your child's file and a copy is provided to you. CECC'S educators will monitor, reflect, and re-evaluate to ensure that the plan is best suited to your child's needs.

Concerns and Complaints

Please address any concerns or complaints with CECC personnel and affiliated agencies in the following order:

1. Your child's teacher,
2. CECC's Director/Assistant Directors.
3. CECC's Board of Directors, contact ceccchair2015@gmail.com
4. City of Toronto Children's Services 416 392-5437 (main #) and/or the Ministry of Education 416 325-0500 (main #)–Toronto Region - Central

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 ten 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.

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>

For situations that may involve professional misconduct by one of CECC's Registered Early Childhood Educators, you may contact the College of Early Childhood Educators at 416 961-8558 or at: www.college-ece.ca

Confidentiality

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, educators, 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).

Parent/Guardian Code of Conduct

Concerns you wish to communicate to CECC educators must be done in private, not in front of children or other parents. If you have spoken with a member of the educators and feel your concerns are not being heard, please notify the Director.

If you have a concern regarding a situation that includes other children or their parents/guardians, you must speak directly with an educator member, **not with the child or children involved or with their parents/guardians.**

Abuse of educators, children or other adults will not be tolerated, including any form of threat, shouting, accusation or intimidation. The situation, in accordance with CECC's Suspension and Withdrawal Policy and under careful consideration by CECC's Board of Directors, may be cause for withdrawal from CECC. If this happens, your child/children may remain in care for the four weeks notice of withdrawal period, but you must find another person to pick-up and drop-off. Remaining fees will be reimbursed.

The above situations may be reported to the City of Toronto, Children's Services, and The Ministry of Education. In compliance with The Child Care and Early Years Act and Federal/Provincial Legislation, CECC has developed and

implemented the following policies and procedures which must be adhered to by the educators, student teachers, volunteers, families, and all those having continued contact with our organization:

CECC's Suspension and Withdrawal Policy, Sexual Harassment Policy, Privacy Policy, Access/Equity/Anti-Bias Policy and our Workplace Violence and Risk Management Policy.

If you have concerns about CECC's compliance with The Child Care and Early Years Act, you may contact The City of Toronto, Children's Services Division, or the Ministry of Education, Toronto Region – Central.

Guardianship and Custody Rights

Please be aware, CECC and its educators do not intervene in family disputes or custody issues. We, to the best of our ability, must remain neutral. We cannot write letters about our observations of your children, unless required by law.

Please Note: When completing the application forms, information, visitation rights or pick-up will only be granted to those who have signed as a parent/guardian on the bottom of each form.

If an unauthorized person requests access to your child, CECC will immediately call you or your listed emergency contacts. Depending on the situation, if we are unable to contact you or your emergency contacts, we may call the police.

Ways to get involved in our programmes:

- Volunteer to be a Board Member
- Spend a morning or afternoon in your child's programme.
- Join us on a field trip.
- Share and prepare a favourite cooking activity.
- Talk to your child's class about your profession.
- Share special holidays and traditions.
- Share information about your home life, culture, country of birth etc.
- Read a story to your child's class.
- Help with fundraising events.
- Help host a "Coffee Talk" (an information evening for other parents)
- Help organize our Annual General Meeting - April each year!
- Help with our Annual BBQ - September each year!

You may be involved as seldom or often as you wish, as any involvement is valuable to your child and to CECC.

If you have any suggestions or comments about parent/guardian involvement in our programmes, please visit our office, or you may arrange to meet with our Board of Directors.

Please also check our bulletin boards (Eglinton - ground floor, outside the office and outside room 120 at St. Monica's) for information about parent/ guardian involvement and other family related matters.

Parent/Guardian Resources

If you have any questions about your child or would like any information regarding children and family issues, please speak with the R. ECEs in your child's room or you may visit or call our office.

Please see the "For Families" section of our website – <https://centraleglintonchildrenscentre.com/> for information about resources. We also have parent/guardian information bulletin boards in each room and outside room 120 at St. Monica's and in the hallway outside our office at the Eglinton site.

Accountability and Legislation

Parent Membership of CECC

When a family enrolls in CECC, the parents/guardians (you) automatically become members of our non-profit corporation. Each year, at the Annual General Meeting (AGM), the members elect or appoint a Board of Directors. This does not apply to the Summer Programme 'only' registrants.

Board of Directors

The Board is composed of a minimum of 8 directors and a maximum of 15, most of whom must be parents/guardians of children enrolled in CECC. At least one voting position will be reserved for a parent/guardian from St. Monica's Satellite Programme. The Principal or Designate from Eglinton Public School or St. Monica may attend Board Meetings as a Liaison between CECC and the School. Former parents/guardians or qualified community members may also be voting participants. The Director and Assistant Directors of CECC are non-voting participants. Board Members should, when possible, have experience in human resources, finance, and public relations.

The role of the Board is to direct the general operation of CECC, to set its policies (fees, staffing, programme, etc.), and to oversee its management through the Director, Assistant Directors, and Educators.

The Board meets once per month, and the individual committees meet two to four times per year. The Board presents an Annual General Meeting each April.

All Board Members must have a current Vulnerable Sector Check, to serve on CECC's Board of Directors.

If you are interested in being a Board Member, or would like further information, please contact CECC's office to speak with the Director or Assistant Directors.

If you would like to attend a Board Meeting, please give prior notice to CECC's Director. Information pertaining to the Board of Directors is posted outside CECC's office at Eglinton and on the wall outside rooms 119/120 at St. Monica's.

Constitution/By-Laws

The policies by which CECC is governed are defined in its Constitution (By-Laws). This document is available in CECC's office, and it is posted on the board outside CECC's office and between the rooms at St. Monica's.

Accountability to Governing Agencies

CECC is accountable to many government agencies, including the following:

The Ministry of Education is responsible for monitoring CECC's programmes, educators, and finance through its Child Care Programme Advisors. The Ministry issues the annual licence that permits CECC to operate. It monitors compliance with The Child Care and Early Years Act (CCEYA) as it pertains to CECC's policies, procedures, and best practices. Results of the monitoring are posted outside CECC's office and between rooms 119/120 in St. Monica's School. The Ministry provides wage subsidy grants that are distributed via the City of Toronto Children's Services. You may contact the Ministry at www.ontario.ca.

The Toronto District School Board (TDSB) and the Toronto Catholic District School Board (TCDSB) provide space in Eglinton Public School and St. Monica's Catholic School. Consultants from both Boards monitor CECC's programmes and use of school space.

The City of Toronto, Children's Services Division purchases several subsidized childcare spaces from CECC. Every year, we must submit an operating budget to Children's Services so it may determine the rate of payment for the subsidized spaces. The city distributes the Provincial Wage Grants to CECC on a quarterly basis. It, on behalf of CECC, pays some of the annual rental cost to the TDSB for our space at the Eglinton site, and the TCDSB for the St. Monica's site.

The City's District Consultants monitor and measure CECC's best practices, through use of the "Early Learning Care and Assessment for Quality Improvement Tool." The results of the assessment tool are posted on the City of Toronto's <https://www.toronto.ca/community-people/children-parenting/children-programs-activities/licensed-child-care/quality-ratings-for-child-care-centres/>.

Toronto Public Health (TPH) regularly inspects our facilities, food service and health practices.

Privacy

CECC complies with the Federal Personal Information Protection and Electronic Documents Act (PIPEDA). If you have concerns regarding potential or suspected breaches of your privacy, please contact CECC's Privacy Officer, who monitors the methods we use to safeguard information, at privacy.cecc@rogers.com. We also ensure CECC's Board of Directors, Educators, Student Teachers and Volunteers sign non-disclosure/confidentiality agreements that include provisions for legal and ethical handling of all information pertaining to membership in CECC. No private or personal information about you or your child will be disclosed to any other authority without your permission, unless by legislation or court order.

Freedom of Information

Our governing agencies: The City of Toronto - Children's Services Division and the Province of Ontario's Ministry of Education are subject to the Freedom of Information and Protection of Privacy Act (FIPPA) and the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) which allows them, during their annual visits, to randomly check your child's file to ensure information on their application form is complete and meets municipal and provincial requirements. Any questions under FIPPA or MFIPPA should be directed to the above agencies.

Toronto Public Health (TPH) is subject to the Federal Personal Health Information Protection Act which allows it to collect information pertaining to your child's health and medical information. It may, when necessary, access your child's medical and personal information. Any questions under PHIPA should be directed to Toronto Public Health.

If necessary, the Children's Aid Society has authority to view your child's and your personal information.

Access to your child's file

If any of the above has accessed your child's file, CECC will inform you by e-mail. You will be asked to write-back to confirm you have received the message. Your acknowledgement will be kept in your child's file.

Routine Access to Financial Information

Our auditor, bookkeeper, treasurer, staff and/or Board of Directors may have access to your financial information, i.e., your fees and deposits.

Storage and Retention of Information

Your child's file will be kept in a digital format for a minimum of three years. Financial information pertaining to your family will be kept for a minimum of seven years. All acknowledgement forms, accidents, incidents, allergy information etc. will be kept on file for a minimum of three years. Copies will be provided to families upon request.

AODA - Accessibility for Ontarians with Disabilities Act (AODA)

CECC is committed to developing policies, practices and procedures that provide accessible quality services to our families. Services will be provided to families with disabilities in a manner that promotes and respects dignity, independence, integration, and equal opportunity. Training is provided to our Board of Directors, Educators, Student Teachers, and Volunteers prior to them beginning with us. Follow up training is provided annually and as needed.

CECC is dedicated to ensuring all programmes and services are accessible to our families in accordance with Ontario Regulation 429.07 Accessibility Standards for Customer Services. Please see CECC's Accessibility Standard for Customer (Client) Service Policy on CECC's website.

Please contact CECC if you need any of its correspondence, publications, materials etc. in an accessible form

Please call or contact CECC for any comments on or about our AODA policy and its implementation.

Canada Anti-Spam Legislation (CASL)

We use email as one of our communication tools to send families information on special events, fundraising and all other information pertaining to CECC. Upon registration, you will be asked to sign a form that permits us to send emails containing advertising of special events and fundraising ventures, etc. CECC will continue to send all other non-commercial information via email.

Access to Policies

Policies related to these agencies and governing legislation are available electronically on our website or in paper copy from our main office.

College of Early Childhood Educators – Code of Ethics

Members ("Early Childhood Educators" or "members") of the College of Early Childhood Educators are committed to the Code of Ethics. The Code of Ethics reflects a core set of beliefs and values of care, respect, trust, and integrity. These beliefs and values are fundamental to members of the profession and guide their conduct.

A. Responsibilities to Children

Early Childhood Educators make the well-being and learning of all children who are under their professional supervision their foremost responsibility. They value the rights of the child, respecting the uniqueness, dignity, and potential of each child, and strive to create learning environments in which children experience a sense of belonging.

Early Childhood Educators are caring, empathetic, fair, and act with integrity. Early Childhood Educators foster the joy of learning through play-based pedagogy.

B. Responsibilities to Families

Early Childhood Educators value the centrality of the family to the health and well-being of children. They recognize and respect the uniqueness and diversity of families.

Early Childhood Educators strive to establish and maintain reciprocal relationships with family members of children under their professional supervision. These relationships are based on trust, openness, and respect for confidentiality. Early Childhood Educators collaborate with families by exchanging knowledge and sharing practices and resources.

C. Responsibilities to Colleagues and to the Profession

Early Childhood Educators interact with colleagues and other professionals in ways that demonstrate respect, trust, and integrity. Through their conduct, Early Childhood Educators strive to enhance the status of the profession in their workplaces and in the wider community.

Early Childhood Educators value lifelong learning and commit themselves to engaging in continuous professional learning to enhance their practice. They support experienced colleagues, those who are new to the profession and students aspiring to the profession.

D. Responsibilities to the Community and to Society

Early Childhood Educators value and engage in collaboration with community agencies, schools, and other professionals.

Early Childhood Educators recognize that they contribute to community and society by advocating for and promoting an appreciation of the profession, children, and early learning.

College of Early Childhood Educators - Standards of Practice

The College of Early Childhood Educators has established the following six standards dealing with specific issues in the practice of early childhood education:

- I. Caring and Nurturing Relationships that Support Learning
- II. Developmentally Appropriate Care and Education
- III. Safe, Healthy and Supportive Learning Environments
- IV. Professional Knowledge and Competence
- V. Professional Boundaries, Dual Relationships and Conflicts of interest
- VI. Confidentiality and Consent to the Release of Information Regarding Children and their Families

For further information please see the [College of ECEs website](#).

Contraventions to CECC's Policies and Procedures

Consequences and disciplinary actions that are implemented when an employee, student teacher and/or volunteer is in contravention of this policy/procedure are listed in CECC's Human Resources Handbook.

Appendix A – How Does Learning Happen

Our Practice – Implementation

General

Before becoming a Board Member, Employee, Student Teacher, Volunteer with CECC, each person will review and sign an acknowledgement, stating that they have read and understood the following:

- The Programme Statement Document
- All relevant policies and guidelines that support CECC's Pedagogical Practices

Board of Directors

- Helps develop and oversee the implementation of CECC's Programme Statement and all relevant guidelines.
- Annually reviews and may amend the Programme Statement, guidelines and all other Policies and Practices
- Provides a budget that invests in each educator's professional development.
- Evaluates the performance of CECC's Directors

CECC's Director/Assistant Directors

- Oversees the implementation of HDLH (Programme Statement)
- Undertakes regular educator meetings in which CECC's performance and how it relates to the Programme Statement is discussed.
- Oversees regular team meetings in which the implementation of the Programme Statement is discussed.
- Meets regularly with individual educators to discuss their role in the implementation of the Programme Statement
- Reviews with educators, the annual inspection results from Toronto Children's Services and the Ministry of Education and resulting changes to practice that need to be made.
- Shares inspection results with the Board of Directors
- Undertakes annual performance review with each educator that includes a self-reflection section on their implementation of the principals in HDLH.

CECC's Educators

- Create a programme that complies with CECC's Programme Statement
- Create an environment that is welcoming and fosters a sense of belonging.
- Prepare a daily programme plan that allows children to explore, play and inquire.
- Listen, observe, document, and discuss children's learning, with each other, with our families and with the community, using daily logs, "StoryPark" etc.
- Share ideas and best practices with teams at regular planning meetings and educators' meetings.
- Evaluate own practice as part of the self-reflection section of the annual performance review.

CECC Families

- Attend an information session prior to starting with CECC to learn about our programme.
- Meet with their child's Registered Early Childhood Educators via a home visit (when applicable)
- Annually review a copy of the Family Handbook, which includes the Programme Statement and further information about CECC's practices.

- Partake in semi-annual “Parent Chats” to discuss the well-being and development of their child/ren in the context of CECC’s programme.
- May join CECC’s Board of Directors, or volunteer on a Board Committee

Implementation Goals

Our Implementation goals are to...

Promote a sense of belonging by:

1. Seeing parents/guardians as those with the most knowledge about their children.
 - Fostering relations with the child’s family, respecting family culture and, including them in decision-making
 - Meeting formally and informally to discuss their child’s interactions, development, and general well-being.
2. Providing opportunities for community building amongst families in our programmes
 - Hosting social events– Family Fun Nights, Family BBQ etc.
 - Fostering communication between families at drop off and pick up.
 - Hosting opportunities for parents to share their experiences with each other:
3. Providing an environment where children ‘see’ themselves.
 - Providing personal space allotted for belongings.
 - Documenting children’s play and learning in the classroom: photos, artwork, etc.
 - Connecting with families and the CECC Community and inviting their participation to ensure that environments and experiences reflect and are relevant to children’s everyday lives.
 - Taking the children into the community and beyond to experience how they fit into their environment.
4. Building warm, responsive relationships with each individual child
 - Engaging in one-to-one interactions with the children
 - Being aware of the children’s physical and emotional well-being
 - Recognizing and valuing each child
 - Interacting on the child’s level for face-to-face interactions
 - Following the children’s lead and interests during play
 - Using a pleasant, calm voice and simple language
 - Providing warm, responsive, non-intrusive physical contact
 - Acknowledging children for their accomplishments and efforts in a genuine manner
5. Providing a consistent, predictable structure for the day, with consistent limits
 - Providing a consistent, but flexible, daily schedule and ensuring children are aware of it, using pictorial cues, etc.
 - Planning smooth, minimal transitions, using transitional props and materials to aide with transitions
 - Planning for individual needs during transitions: time for slower eaters, picture cues and verbal encouragement for reluctant dressers, etc.
 - Establishing clear, consistent, and developmentally appropriate limits
 - Helping the children understand classroom expectations.
6. Providing an environment which fosters respectful communication and interaction.
 - Supporting interactions among and between children, their families and CECC Educators, modelling positive, empathetic, and communicative exchanges

- Providing natural and logical consequences that are age appropriate for the individual child.
 - Listening to children and encouraging them to listen to others.
 - Planning and implementing formal and informal social skills programmes/activities to help children.
 - Develop positive social interactions, self-regulation, problem solving, emotional health.
 - Reaching out to families to provide support and involving community partners that provide guidance, strategies, child and family assistance, resources, financial support etc.
 - Reflecting on practices, discussing with peers, researching best practices
7. Recognizing and supporting each child, parent, and educators as an individual with unique strengths, needs, personality and story.
- Providing training for educators in personality/communication styles and temperament
 - Taking time to have ‘Welcome Visits’ with families prior to children starting to get to know each child and their family.
 - Documenting children’s learning from a strength-based perspective – highlighting the learning that is taking place for that individual instead of making comparisons between children or imposed benchmarks.
 - Using self-reflection and strength-based observations in educator reviews
 - Planning for each child’s needs - extra time to complete tasks, larger or smaller pieces, verbal support for social conflict resolution, etc.

Promote a sense of well-being by

1. Providing a clean and well-maintained environment
 - Ensuring equipment and furnishings are cleaned according CCEYA, Toronto Public Health and Children’s Services requirements.
 - Providing a designated Safety Officer (Staff member) to regularly inspect and ensure maintenance of equipment and furnishings.
 - Ensuring daily, weekly, monthly, and annual inspections of the playground are undertaken.
 - Working with School Caretaking and Educators to ensure maintenance and cleaning of floors, washrooms, garbage, etc.
 - Ensuring linens, upholstery covers, etc. are laundered weekly or more frequently if needed.
2. Maintaining Infection Control
 - Having educators perform a visual daily health check of each child.
 - Ensuring Educators and children follow health and hygiene policies and practices dictated by Toronto Public Health
 - Incorporating health and hygiene practices into the daily classroom routines: handwashing, toileting etc.
 - Isolating sick children, until parents can pick up.
 - Enforcing exclusion policies – ensuring children and educators, when sick, stay at home for the required length of time.
3. Providing for children’s physical development
 - Incorporating exercise and active play into the daily programme
 - Providing time and space for outdoor play
 - Planning for development of large and small muscle skills, making necessary adaptations for individual needs and abilities.

4. Providing for children’s safety

- Incorporating exercise and active play into daily programme
- Providing time and space for outdoor play
- Ensuring educators are all trained in Standard 1st Aid & CPR
- Ensuring all Parents/Guardians sign their children in and out of CECC.
- Ensuring educators undertake regular headcounts as per CECC’s attendance policy.
- Practicing monthly fire drills and quarterly “Lockdown” drills
- Ensuring all educators, students and volunteers have undergone a Vulnerable Sector Check
- Training educators in how to “Support Positive Interactions” which includes annual formal reviews of practice, goals and strategies, monitoring, and signing-off on CECC’s policies.
- Providing resources for parents/guardians on safety topics: Home Alone Workshop, Helmet Safety, etc.

5. Supporting healthy eating

- Employing in-house cooks to develop nutritious, wholesome menus that are varied and appealing.
- Providing certification for all food handlers
- Providing seasonal, rotating menus which are reviewed annually by a nutritionist.
- Ensuring menus reflect the dietary, religious, and medical needs of the children.
- Following all guidelines from governing agencies – Toronto Public Health, etc. regarding safe food handling and transportation
- Providing resources to parents regarding healthy eating habits for children: parent workshops, lunchbox ideas, etc.
- Providing food experiences for children for them to explore new foods and consider healthy options.

6. Promoting mental health and wellness

- Incorporating opportunities and time to practice self-help and self-care skills as part of daily programming: yoga break, calming tools, coping kits, etc.
- Support educators in developing tools and skills to manage stress and maintain a balance between work and life through training (RIRO – resiliency), social gatherings, sick leave policies, time during work hours to complete tasks, access to a Wellness Assistance Plan through group benefit package, etc.
- Putting a strong focus on programming for children’s social/emotional development
- Providing training for educators related to children’s mental health challenges: depression, stress, anxiety.
- Encouraging children to develop strategies to regulate their emotions and deal with stress: taking space, role play, blowing out candles, time for a break, etc.
- Providing tools and resources to assist families related to mental health & wellness: stress reduction tips, information about importance of sleep, Kids Have Stress Too workshop, etc.

Promoting self-expression by:

1. Being aware of the many “languages” children and adults use to communicate.

- Providing a variety of media with which children can represent their learning and understanding paint, clay, blocks, print, creative movement, dramatic play, etc.
- Encouraging children to try different tools for expression: computer programmes, teaching a dance, etc.
- In planning providing different ‘entry points’ for children to explore a topic or inquiry

- Providing flexibility to educators in the way they plan and document children’s exploration and learning.
2. Providing individualized support so children of all abilities can express themselves and be heard.
 - Providing time, space, and materials to encourage expression through creative materials that reflect children’s capabilities as well as their social and cultural background.
 3. Engaging in authentic, reciprocal communication with children, where children participate as both initiators and equal partners.
 - Facilitating successful communication between children by helping children listen to and express themselves to one another.
 - Documenting children’s communication to help them revisit thoughts and ideas expressed to extend their understanding.
 4. Supporting children’s engagement with language and stories
 - Celebrating language and literature at our Annual Family Literacy Night
 - Providing a wide range of reading materials: different styles, levels, and languages
 - Providing many opportunities for oral storytelling: guests, circle time, cuddle time on the couch, etc.
 - Engaging and cultivating children’s connections with stories and books in a variety of contexts (e.g., by sharing books and telling stories with individuals, small groups, and large groups), and for a variety of purposes (e.g., to foster close relationships, explore and play with language structures, recount past events, research ideas, spark conversations, and connect with cultural traditions)
 - Weaving language- and literacy-related activities and materials into all daily experiences, routines, and physical spaces
 - Working with families and community members to find ways to support and enrich the transmission of language and culture.
 - Endeavouring to incorporate home languages in written and spoken word in the classroom.
 5. Encouraging educators to continuously reflect and seek to improve own communication strategies and techniques.
 - Providing opportunities for professional development related to communication style, etc.

Supporting a sense of engagement by:

2. Recognizing the key role that the environment plays in how children interact and engage.
 - Providing a warm, inviting, and comfortable space
 - Providing space for children to work and play.
 - Providing a wide range of open-ended materials that are organized in a way for children to easily access.
 - Promoting use of materials in a variety of ways and locations
 - Providing space and time for children to engage in active and passive play and inquiry.
 - Ensuring there are ample and varied play materials, for children to explore with their senses, manipulate, and investigate.
 - Providing space for individual and group play
 - Providing materials, equipment and experiences that offer challenge and are responsive to the needs of all children.

3. Recognizing the key role that the organization of time plays in how children interact and engage.
 - Providing a daily schedule that is flexible yet predictable with minimal interruptions and transitions.
 - Providing a daily schedule that allows for large periods of time for children to play and explore both inside and out, rest and quiet time, considering the needs of the individual child.
 - Providing time for individual, small and large group play opportunities
4. Fostering a culture of collaboration - Providing opportunities for sharing of thoughts, ideas, and skills
 - Participating with children as co-investigators, co-learners, and co-planners, allowing them to see themselves as collaborators.
 - Allowing children to continuously question and test their own theories, strategies, and ideas; being there to facilitate the process.
 - Regularly engaging the children and parents in finding solutions to classroom challenges or questions
 - With children and families, seeking resources from the community to help provide information related to our inquiries, challenges, or play experiences.
 - Seeking feedback from families, educators and children through casual conversation, Board meetings, surveys, etc. as part of regular decision-making processes
 - Providing time and opportunity for educators to collaborate on planning and projects related to their work with children: committees, team meetings, etc.
 - Displaying the value placed on collaboration and engagement by documenting the process, not just final product.
 - Engaging families in Parent Chats to discuss their child's learning and any suggestions they might have for the programme.
5. Encouraging participation from families and the community in the daily programme and children's learning
 - Offering a wide variety of ways for families to participate in the daily programme: sharing a favourite story, providing props for the drama centre, adding an observation to their child's portfolio, assisting with a special event, proofreading policy, helping create a garden, etc.
 - Involving the community in children's explorations: artwork display at the bank, purchasing groceries at the local fruit market, borrowing books from the community library, arranging a visit from the local fire department, etc.
6. Planning & Documentation
 - Educators are given programme planning time, with their room partners and team, to discuss and document children's learning and to prepare a weekly programme plan.
 - The programme plans are reviewed and signed by CECC's Assistant Directors and posted in the classroom.

Appendix B - Supporting Positive Interactions

Our Practice – Implementation

Creating Positive educator-child relationships are important because:

- They influence a child’s emotional, cognitive, and social development.
- They encourage children to develop secure relationships with adults and foster healthy peer relationships.
- They support the development of positive self-esteem.
- They can increase a child's level of engagement.

The environment:

The environment plays a key role in how children interact and engage. Our R. ECEs arrange the environment to:

- Provide a warm, inviting, and comfortable space.
- Maximize play space to provide areas for active and passive activities.
- Ensure there are sufficient play materials,
- Provide space for individual and group activities,
- Provide space and materials that aide children to self-regulate

We provide a sense of belonging by:

- Including the child’s family in decision making, respecting family culture
- Being aware of the children’s physical and emotional well-being
- Recognizing and valuing each child
- Engaging in one-to-one interactions with the children
- Interacting on the child’s level for face-to-face interactions
- Following the children’s lead and interests during play
- Using a pleasant, calm voice and simple language
- Listening to children and encouraging them to listen to others.
- Providing warm, responsive, non-intrusive physical contact
- Establishing clear, consistent, and developmentally appropriate limits
- Helping the children understand classroom expectations.
- Planning smooth, minimal transitions, using transitional props and materials to aide with transitions
- Acknowledging children for their accomplishments and efforts in a genuine manner
- Supporting interactions among and between children, modeling positive, empathetic, and communicative exchanges
- Providing natural and logical consequences that are age appropriate for the individual child.
- Planning and implementing formal and informal social and emotional skills programmes/activities to help children develop positive social interactions, self-regulation, problem solving, and emotional well being

Appendix C - Sleep Policy

Parent Consultation and Sleep Policy and Procedure Review

Before a child starts in one of CECC's toddler or pre-school programmes, educators working with the child will meet with their parents to discuss our sleep and supervision policies and procedures. The educators will take notes about the child's individual rest/sleep patterns and will discuss them with the educators working in the rest/sleep rooms.

If there are changes to rest/sleep routines, parents are required to verbally inform the child's teachers and inform CECC's office in writing. If educators observe changes to sleep or rest routines, they will discuss them with the child's parents.

Sleep Room

- Every CECC child who attends for more than six hours per day, toddler, and pre-school children, will have a rest period not exceeding two hours in length, after they have fallen asleep.
- Parents may request in writing for a child to sleep shorter or longer than the two-hour period.
- Sleep/rest time occurs after lunch time.
- Children in the toddler and preschool group may sleep, rest, or engage in quiet activities based on their needs.
- Each child will be assigned their own labelled cot.
- A plan of the cot layout is posted in each sleep room.
- Children may bring a soft toy and blanket to help aide their rest.
- When children need, educators will sit beside their cots and pat their backs until they sleep or are ready for sleep.
- Soft music will play in the background.
- Children who are unable to sleep, or who wake early, may rest on their beds for no longer than one hour. They may then play quietly on their beds, with "bed bags" (individual toys/activities). When ratios and space permits, they may go to an assigned "awake/rest" room.
- When space/ratio permits, children who consistently do not require sleep, as per parent request or educators' observation, may be assigned to the awake/rest room instead of the sleep room. Time with passive individual play materials will be provided, and then children will have access to a full range of planned play experiences in the classroom and/or playground.
- Movement of children from one room to the next will be record on the room attendance.

Sleep Supervision

Children will be supervised by CECC's educators at a minimum of a two-thirds ratio in the sleep room and at full ratio in the awake/restroom, as permitted by the Child Care and Early Years Act. Student teachers may also assist in the sleep and awake/rest rooms; they will be supervised by the educators and will never be left alone with a child.

Visual Checks of Sleeping Children and Daily Communication Chart

The sleep room will have enough light for educators to conduct visual checks on each child.

The visual checks require educators bending to the child's level to look for indicators of distress or unusual behaviours.

Visual checks will take place every half an hour; the checks will be recorded on the daily communication chart, along with length of sleep and other comments, for parents to check at the end of the day.

Record of Review

When the Sleep and Supervision Policy and Procedures are reviewed or revised by the Board of Directors and Supervisors, they will be signed and dated by the reviewer(s).

CECC's supervisors will ensure that the Sleep and policy and procedures are reviewed as follows:

1. With employees, before they begin their employment when changes are made, or at least annually. Employees working within a sleep programme will discuss changes to sleep arrangements and patterns during their weekly programme meeting and/or in the classroom when necessary.
2. With volunteers or students who interact with children, before they begin to volunteer or before they begin their educational placement, when changes are made, or at least annually. Changes to sleep arrangements and patterns will be communicated to the volunteers or students via the employees in the sleep room.
3. When the changes to this policy have been reviewed by the educators, student teachers and volunteers, they will sign and date an acknowledgement form indicating they have been trained on the revisions.
4. Room educators will review children's individual sleep plans with parents at the parent chat meetings held twice per year and/or as needed.

Monitoring

CECC's supervisors will monitor compliance of this policy through observation of practice and inspection of daily communication charts and attendance records.

Children's individual sleep plans and communication charts with details of children's sleep habits will be stored in their files for three years.

Appendix D - CECC'S Summer Programme

Summer Programme

Our Summer Programme begins on the first Monday immediately following the end of the school year in June (unless the Monday is a statutory holiday). Camp ends on a Friday, one week before Labour Day. CECC will be closed this week to prepare for the coming school/childcare year. The last day of the Summer Programme is noted below. For 2023, the Summer Programme will begin on Tuesday, July 4th, and end of August 25.

Location

Our Summer Programme is offered at the Eglinton site only.

Duration

You have the option to register for one or two months.

- **Session 1 = July 4th to July 28th, 2023**
- **Session 2 = July 31st to August 25, 2023**

Enrolment Options

We provide camps for the following age groups:

- Kindergarten (Intermediate) – For new children turning 4 and those already attending JK/SK
- School Age (Senior) – For children already attending grade 1-6

City of Toronto Child Care Subsidy

CECC provides space for children who qualify for the City of Toronto Child Care Subsidy. You may reach the subsidy office at 416 392-5437 or childcare@toronto.ca

Priority Registration

Information about registration and fees is distributed to you and the public in March of each year.

Registration is open to children currently enrolled in CECC and to the public.

CECC families may register in Summer Camp before admission is granted to the public. A waitlist will be kept for children not currently enrolled in our Kindergarten or School Age Programmes. Those families will be contacted once CECC families have registered. Spots will be reserved with a complete, signed registration form, including a preauthorized agreement for payment of fees.

Deposit

A security deposit of \$100 per session is payable upon registration and will be held in CECC's non-interest-bearing account. It will be returned to you provided one month's notice is given.

Fees

The monthly fees will be deducted from your account on July 1st and August 1st.

Policies

Policies outlined in CECC's Family Handbook are in effect and are applicable to the Summer Programme.

Appendix E – Covid-19 Information

Infection Prevention and Control – Covid-19

Although most of the Covid-19 infection control requirements have been lifted, we continue to proceed with caution in order to protect the vulnerable population we care for and our staff team.

We will use the following to reduce the risk of spread of infection:

SCREENING OF SYMPTOMS OF COVID 19

To ensure health and safety, before your children come to school, we require you to complete the provincial tool:

<https://www.ontario.ca/school-screening/>

If your child has any of the following, and they are new, worsening and not related to other known causes or conditions please complete our illness log, CECC will provide the link.

- Fever and/or chills.
- Cough.
- Shortness of breath.
- Decreased or loss of taste or smell.
- Muscle aches or joint pain.
- Extreme tiredness.
- Sore throat.
- Runny or stuffy/congested nose.
- Headache.
- Nausea, vomiting and/or diarrhea.
- Abdominal pain.
- Pink eye.
- Decreased or no appetite (young children only).

While your child has symptoms, they must stay home (self-isolate) and not attend CECC until they do not have a fever and their symptoms have been improving for at least 24 hours (48 hours if they have nausea, vomiting and/or diarrhea).

CECC will provide a rapid test, that should be taken 24/48 hours apart (the 2nd test is not needed if the 1st is positive)

Return to CECC

Once your child's symptoms have been improving for 24/48 hours, and they have passed the screening test, they may return to CECC.

They must, for 10 days after their symptoms have started:

- wear a well-fitted mask in all public settings (including CECC).
- avoid non-essential activities where they need to take off their mask.
- avoid visiting anyone who is immunocompromised or may be at higher risk of illness (for example, seniors).
- avoid non-essential visits to highest risk settings such as hospitals and long-term care homes.
- For those with negative COVID-19 test results, these additional precautions can be an added layer of prevention against the spread of COVID-19 and other respiratory viruses circulating in the community.

If you are not sure about returning? Please talk to your child's doctor and CECC

Siblings or other people your child lives with

For 10 days after their last exposure to the person with COVID-19 symptoms, household members should:

- self-monitor for symptoms. They should stay home (self-isolate) immediately if they develop any symptom of COVID-19 and seek testing if eligible.
- wear a well-fitted mask in all public settings (including CECC).
- avoid non-essential activities where they need to take off their mask (for example, playing a wind instrument in music class or removing their mask for sports or dining out).
- avoid non-essential visits to anyone who is immunocompromised or who may be at higher risk of illness (for example, seniors)
- avoid non-essential visits to highest risk settings such as hospitals and long-term care homes.

Regardless of negative COVID-19 test results, these additional precautions can be an added layer of prevention against the spread of COVID-19 and other respiratory viruses circulating in the community.

Wear a mask in indoor public settings.

It is strongly recommended that all individuals age 2 or older wear a well-fitted mask in indoor public settings. This includes CECC due to the additional risk of [Respiratory Syncytial Virus](#) (RSV) and influenza.

Children ages 2 to 5 should only wear a mask if they are supervised, can safely tolerate masking, and can put their mask on and take it off.

If a child shows symptoms while in CECC's care

If your child becomes ill at CECC and has any of the above symptoms related to COVID-19, you will be contacted to come pick them up. A mask will be placed on them, if we feel that they are able to understand that the mask cannot be touched, and if they are over the age of 2. **It is important that you pick up as soon as you are notified of your child being ill.**

Hand Hygiene & Respiratory Etiquette

We will continue to follow strict guidelines dictated by Toronto Public Health, which include handwashing and using alcohol-based rubs/hand sanitizer with 70-90% alcohol content for both children and staff, when hands are not visibly dirty. Through daily play experiences and discussions, we will support children in developing hygiene habits such as proper handwashing, covering a cough/sneeze, avoiding touching their face, etc.

Please note: As hand sanitizer can be dangerous if misused, **please do not send any with your child.** We will have sanitizer available in supervised locations in classrooms, outdoors, at entranceways and washrooms.

Cleaning/Disinfecting

CECC continues to maintain a strict cleaning and disinfecting regimen in adherence with regular Infection and Prevention and Control guidelines from Toronto Public Health.

Use of Personal Protective Equipment (PPE)

When there is an outbreak, or when providing direct care for first aid, etc), staff will wear a mask and gloves. They may also make use of face shields/safety glasses, gloves and/or gown when caring for an ill child during an outbreak.

Air Quality/Ventilation

Our programme has been designed to allow for as much time as possible outdoors, while still providing space for the children to move freely and maintain physical distance.

All classrooms, kitchen & office are equipped with air purifiers to supplement the existing air ventilation systems in the school.

Electric fans may be used in warm weather. They will be oriented to blow air up and away from children/staff to avoid the spread of droplets.

Vaccination

As vaccination is an important element of protection against Covid-19, all staff, student teachers, children and families are encouraged to be vaccinated and receive boosters as soon as eligible. To maintain confidentiality, please do not ask the staff if they have been vaccinated.