



Contact us
 E-mail: bkcchildcare.ajax@outlook.com
 Phone: (905) 428-3850

Business hours:
 Mon-Fri 6:00 a.m.-6:30 p.m.

Location: 603 Church St. N. Unit 1-3
 Ajax ON L1T 0B8

Website:
www.bridgeskinderconnection.com

PARENT HANDBOOK & PROGRAM STATEMENT

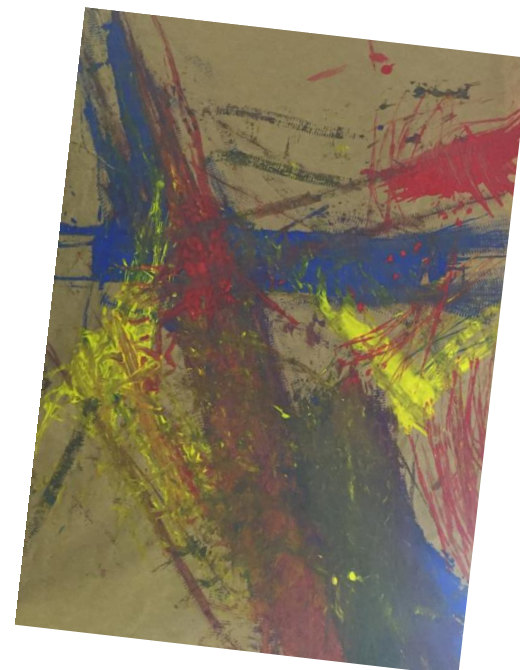


TABLE OF CONTENTS

PROGRAM STATEMENT	4-16
LICENSING STANDARDS	17
AGE GROUPS AND FEES- EFFECTIVE JANUARY 1 ST 2025	17
HOURS OF OPERATION AND STATUTORY HOLIDAYS	17
REGISTRATION AND ADMISSION	18
PART-TIME ENROLMENT	19
PRIORITY POLICY	19
WAIT LIST POLICY	19
ORIENTATION	20
PAYMENT INFORMATION	21
TERMINATION OF SERVICE	22
PRIVACY	24
COMMUNICATION FOLLOWING PLACEMENT	24
PARENT ISSUES AND CONCERNS POLICIES AND PROCEDURES	25
PHONE CALLS AND EMAILS	29
CLOTHING AND POSSESSIONS	29
FIELD TRIPS, VISITORS AND COMMUNITY EXPERIENCES	30
STAFFING	30
SECURITY	32
ATTENDANCE	32
CRIMINAL RECORD CHECKS AND VULNERABLE SECTOR SCREENING	32
PICK UP/ DROP OFF	33
SUPERVISION POLICY FOR STUDENTS AND VOLUNTEERS	33
ACCIDENTS	34
INCIDENT REPORT POLICY	34
SERIOUS OCCURRENCE REPORTING AND NOTIFICATIONS	35
SMOKE FREE ONTARIO ACT	35
SAFE DRINKING WATER ACT	35
REGULATION 613 HIGHWAY TRAFFIC ACT	36
EMERGENCY PREPAREDNESS	36
HEALTH	36

MEDICATION ADMINISTRATION	38
ANAPHYLACTIC ALLERGIES.....	39
EMERGENCY MEDICAL PROCEDURES	39
SAFE ARRIVAL AND DISMISSAL POLICY AND PROCEDURES.....	40
PROHIBITED PRACTICES AND POSITIVE INTERACTIONS.....	43
REFERENCES	50

PROGRAM STATEMENT

Bridges Kinder Connection Daycare delivers an inclusive, child-centred, family-oriented program based on a philosophy of children as competent, capable, curious participants and contributors in their environments, their families and their communities. We value and build on their strengths and abilities. We are committed to supporting families and children to reach their potential through developing relationships built on respect and providing an environment that supports positive, responsive interactions. We believe that this begins with relationships among the staff, students and volunteers which then leads to relationships with children, families and the community.

Our programming allows children to realize their full potential by indulging their capabilities and curiosities. They can try new things and explore new ideas; all while learning and developing at their own pace. We believe that every child who enters BKC's Centres should feel a strong sense of belonging, feel that they are engaged in the program, that their well-being is supported and even enhanced just by being here. We want every child to feel as though they are free to express themselves. The four foundations of belonging, engagement, well-being and expression are the rights of all children and provide the basis of our goals and expectations for our program.



The Four Foundations of Learning & Development	How We Support the Four Foundations of Learning & Development
Well-Being	BKC encourages mindfulness throughout the day by enabling children to have time to finish a task and practice new skills (i.e. learning to do up a zipper) and by moving through transitions in a small group format.
Expression	Teachers encourage children's self-expression through their play, art mediums; painting, clay creations, music and movement, the use of open-ended questions/materials and by providing time for children to reflect, hypothesize and share their responses.
Belonging	To support children and families to have a strong sense of belonging, educators develop environments and planned programs that reflect the diversity of the families, children, and communities they serve. Materials, photographs, posted material and resources reflect diversity in race, culture, family composition, abilities, etc.
Engagement	Planned programs are developed to reflect the children's interests and individual development enabling children to choose the learning experiences, materials and play partners they want to engage with. Educators encourage and support children to make their own decisions, problem solve, experience logical consequences and hypothesis through their play to support children's feelings of engagement and value within the program and with others.

BKC's program statement continually evolves with the ongoing engagement of the staff and families in our program. Annual reviews of the program statement with staff, students, volunteers and families ensures its continued relevance. BKC staff are supported to make meaningful contributions to the ongoing development and evolution of the program through professional learning provided in the form of onsite pedagogical leadership, attendance in training, workshops and conferences, and support with education.

The following statements specify the steps that we will take to: promote health, safety, nutrition and well-being; foster positive and responsive relationships; support exploration, play and curiosity; and support family engagement and communication.

Health, Safety, Nutrition and Well-Being

The health, safety, nutrition and well-being of the children is our primary focus. Our goal is for all children to develop a sense of self and well-being in which they are able to bring with them into their later years. We recognize the significant importance of the early years in children's development and strive to provide children with a strong foundation.

BKC provides nutritious foods and beverages that incorporate family and cultural preferences and are in accordance with the Canada's Food Guide as well as approved by a Registered Nutritionist, including one main meal and at least two snacks per day. Our menus follow a 4-week rotation with colder, refreshing foods served in the Spring/ Summer while warmer, heartier foods are served in the Fall/Winter. Menus are posted for families to view and rotated on a weekly basis. We are always sensitive to and accommodating of children's food restrictions, allergies and parental preferences. Menus are reviewed seasonally to reflect the interest of the children and families.

We emphasize the importance of consuming seasonal fresh fruit, vegetables, milk and water daily. We encourage parents to bring in a clean water bottle daily which is carried with the children to each room including outside so that they may have access to water when needed. In addition, we ensure that we provide experiences for children to engage in food preparation (e.g. baking activities), create a family-style, positive eating environments with foods and portion sizes that are responsive to children's cues of hunger and fullness.

Educators interact with children during meal times to support their intake of adequate and nutritious foods as well as to support the development of a variety of skills and abilities, including social and self-help skills. Children are encouraged to serve themselves, clean up

their dishes when finished and complete washroom routine before/ after where they wash hands and face. Meal times provide a unique opportunity to build strong relationships and appreciation for new and different foods. Our programs engage children in many learning experiences to support the importance of choosing healthy food options. Our centre has a vegetable garden that provides the children with opportunities to engage in planting, caring and harvesting their crops, as well as, creating healthy food items with their produce. Children learn cooking techniques, food preparation, self-help and social skills while they plan and prepare nutritious snacks to enjoy during their day and with families.

The health and safety of the children is extremely important to us. We follow a number policies and guidelines set out by the Ministry of Education, Durham Region Public Health and by-laws to ensure that the children are healthy and safe. We ensure that all staff members are trained and able to appropriately respond to health, safety and emergency situations. Daily health checks are encouraged through communication with families to understand the child's state of health entering the program and continually monitoring their health during their involvement in the program. Staff perform daily safety monitoring checks to ensure that indoor and outdoor environments are safe. We continuously coordinate with Durham Region Public Health to ensure that all health and safety procedures are in accordance with research-based best practices as well as staying up to date with any regulatory changes.

Positive and Responsive Relationships

Positive and responsive relationships are essential to high-quality early learning. strive to nurture authentic, caring relationships and connections to create a sense of belonging between children, adults and the world around them. We create opportunities for children to connect to others in their world, support their experiences of being valued, and provide opportunities to be part of a community. Through responding positively to children's cues and engaging in reciprocal interactions, secure relationships are developed. We believe that supporting children's internal capacity to self-regulate and engage in positive interactions is the foundation for optimal learning, development, health and well-being.

BKC supports positive and responsive relationship goals through the implementation of a variety of approaches, such as by:

- Welcoming and greeting children and families at arrival;

- Providing opportunities for children to engage with and make contributions to the world around them;
- Promoting engaged citizenship through empowerment, empathy and advocacy;
- Supporting the development of a sense of community within the Centre and surrounding community as a whole;
- Providing opportunities for children to be heard and for their contributions to be appreciated within their communities;
- Advocating for children as active, competent people who have a place in our society;
- Encouraging children's active participation within their communities and their acquisition of literacy skills;
- Honoring children's ideas and contributions by responding to them in a respectful way and by focusing on using authentic language in our interactions with them;
- Interacting with children on their level;
- Actively play partnering with children to expand their learning and support their social experiences;
- Knowing when to be an intentional observer in a play scenario and to support these learning experiences;
- Modeling resiliency and problem-solving skills with children and helping them to identify their feelings, the feelings of others, and possible solutions;
- Placing importance on encouraging children to develop authentic skills for solving problems, instead of having them take part in a prescribed solution (e.g. making a child say sorry);
- Getting to know the children on an individual basis to identify and work to proactively minimize stressors, and to help the children become self-aware;
- Actively listening to children and giving them the time and space to express themselves;
- Incorporating learning experiences for the children to engage in a range of group sizes;
- Responding to challenging behaviours with the most appropriate and effective but least intrusive strategy;

- Reframing challenging behaviors by reflecting on why they may be occurring and what the child might be trying to express;
- Acknowledging and positively reinforcing children's efforts in a meaningful way by being specific when describing actions and reactions;
- Encouraging children to be respectful of the ideas of others and modelling this ourselves;

Exploration, Play and Inquiry

When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. BKC incorporates the Emergent Curriculum and the “How Does Learning Happen” Pedagogy to develop programs for the children. We use a play-based learning approach to create the best environment for children to learn and grow. Our team of educators provide child-initiated and adult supported experiences throughout the day. The educators observe the children and follow their guidance to plan and create a positive learning environment that is based on the interests of the children. The play environments (playrooms and playgrounds) are set up in a child friendly manner that encourages free exploration and manipulation of materials along with learning experiences that they may engage in independently, with a peer or in a small or large group. We want the indoor, outdoor and natural environments to engage children in active, creative and meaningful exploration, play and inquiry.

The playroom furnishings and décor are chosen to reflect elements from nature (e.g. wood, plants) and are child size for the comfort and safety of the children. We believe that an environment that provides for quiet, thoughtful play, as well as loud, active play are essential to support children's individual needs and ways of expression. The materials in the rooms are set up in a manner that enables children to easily find and return materials independently. They provide a variety of stimulating and challenging learning experiences to engage children and to support all aspects of the children's development. Quiet areas are provided to allow children to observe others and give them time and space to reflect on their learning. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and adulthood.

Our outdoor play environments provide space and opportunities for active and restful play, loud and quiet play, individual and group play, as well as, opportunities to develop large muscle strength and skills through planned learning experiences and free play. We provide at least two hours of time spent learning outside on a daily basis, weather permitting. Children's interactions with nature support their knowledge of science and nature and help them develop an understanding of the fragile nature of the environment, and how they can care for and nurture it. Educators closely monitor the weather and the children's activity levels to ensure their health and well-being. Areas of shade as well as drinking water are provided throughout the year. Learning is extended to the outdoors from the indoor playroom and reaches out to the local community through local walks or off-site activities for older children. The outdoor learning environment provides extended opportunities for all elements of learning; from physical activity, nature exploration, independent and cooperative games. When children are unable to play outdoors due to weather conditions, alternate indoor active learning experiences are provided in a space identified for this purpose. Planned program enrichments for each program are posted in advance for parent information and input.

BKC supports exploration, play and inquiry goals through the implementation of a variety of approaches, such as by:

- Observing and engaging with children to understand their questions and inquiries and using these as a guide for programming;
- Respecting and supporting the children's sense of curiosity and wonder;
- Viewing the environment as the "third teacher" and understanding the significant impact it has on our program;
- Organizing the learning environments in a way that makes them aesthetically appealing, uncluttered, engaging and welcoming;
- Role modeling and encouraging respect for materials in the shared learning environment;
- Providing opportunities for extended and uninterrupted play and exploration multiple times each day;
- Providing a variety of learning experiences and materials for children to freely choose to play and express themselves with;

- Engaging with children during their exploration, play and inquiry to support and extend their meaning making of their experiences;
- Engaging in open-ended conversations with children and asking thought-provoking questions to help expand the children's learning and our understanding of their explorations;
- Having an awareness of the many languages that children use to express themselves and providing opportunities for children to share their thoughts and ideas in a variety of ways;
- Reviewing documentation of learning experiences with the children in order to encourage their reflection on their learning;
- Creating learning environments that mirror the ideas, values, attitudes and cultures of others
- Encouraging outdoor and active play to aid in the development of gross motor skills, develop endurance and foster a healthy, active lifestyle. Playground equipment available include bikes, scooters, mini cars, wagons, balls, jump rope, shovels (winter), sleigh (winter), etc.
- Engaging children in physical activity and decreasing the amount of time that is spent in sedentary activities. Finding a healthy balance is key;
- Providing opportunities for children to engage in exploration/risk at a level that is appropriate for their development;
- Providing opportunities and organization of materials to support children's growing autonomy and independence (e.g. using real dishes for meal times);

Rest Periods and Self- Regulation

One of the most important set of skills that children need for future success are those relating to self-regulation. This includes the ability to wait their turn, share materials, listen to others, demonstrate empathy and kindness and communicate emotions and thoughts to others in a positive and constructive way. Our view of the child as capable, competent and curious is critical in supporting children to self-regulate and demonstrate behaviours that are positive to developing positive social relationships, self-esteem and confidence.

When children demonstrate behavioural issues, we look to support them to learn how to manage their response to various situations; such as, the need to tidy up when they don't want to, to join play with other children in a positive way or to communicate their emotions with words or gestures. Rather than "managing" children's behaviours, we promote the use of positive, developmentally appropriate strategies and techniques using a proactive approach to support children in learning and demonstrating positive behaviours on a consistent basis.

Children are encouraged to learn to respond in a positive way and resolve situations in the future by giving back a toy they took from their peer, helping a peer rebuild the creation they broke or being gentle and using their words the next time they are upset. Children will learn to feel and demonstrate empathy to others as they learn through their own experiences and observe adults role modeling positive social skills. Sharing is a concept that is very challenging and nearly incomprehensible for children under three (3) years of age; therefore, we strive to have a number of the same materials available to the children to minimize the need for children to share, and we help children to learn to wait for their turn through redirection and verbal support.

Some of the steps that we take to facilitate self-regulation and emotional intelligence include:

- Supporting mental health wellness through encouraging children's development of self-regulation, resiliency and a rich emotional vocabulary;
- If needed, children may bring in "cuddle buddies" or a special blanket, etc that helps them feel safe and calm;
- Educators provide children with controlled choices – suited to their level of development;
- Educators acknowledge children's efforts; preferring to focus on the positive
- Educators may model appropriate conflict resolution skills when talking with children and co-workers;
- Children are encouraged to use the Reading area or another quiet space as a calming space;
- When upset, educators encourage children take a deep breath (in through the nose) to support self-regulation. In some cases, educators may collaborate with parents to experiment in identifying activities that act as a de-stressor for the child (e.g., walking, hugs, more one on one time, etc.);

- Educators teach children to label their feelings and to identify self-calming activities that they can initiate themselves (e.g., music, playdough);
- Implementation of self-regulation strategies; this will assist the children in strengthening their ability to use calm down techniques, engage in conflict resolution, focus on the task at hand, build positive relationships and be a productive participant in their learning;
- Educators use positive guidance strategies to support children in self-regulation. This involves talking to the child at their level, active listening, and teaching the children to manage conflicts and build relationships. Some of the tools include: “talk it out”, “take a break”, “ask for help”, “compromise”;
- Educators observe and seek to identify things in our environment, interactions or other factors that may be causing stress for the children;
- Educators use the documentation and project boards to remind children of their learning and success;

Family Engagement, Communication & Social Media

Our goal is for families to be active participants in their child’s experience at BKC as care and learning cannot occur without the support of the family. We strive to establish positive, responsive relationships with children and their families by promoting engagement and ongoing communication about the program and their children.

We understand that we live in the day in age of social media however, BKC is located on private property. Our premises as well as pertinent information regarding the centre are only shared with Families, Staff members, Volunteers, and Students. Parents, Guardians, Family members and others closely associated with a child/children are not permitted to take photos/videos in the centre, especially photos which may contain other children, Families, Staff members, Volunteers or Students, this includes during centre hosted events such as Holiday Concert, Fundraising BBQ, etc. Parents, Guardians, Family members and others closely associated with a child/children are not permitted to post any identifying factors regarding the centre in any capacity or to publicly relay private information regarding BKC’s Families, Staff members, Volunteers, Students or Management. BKC reserves the right to terminate service(s) based on violation of these terms of service.

Educators and parents work in partnership to ensure children's nutritional needs are consistently met, sharing and gathering information regularly through verbal and written

communication. In the infant and toddler programs, staff and parents share information on daily reports, documenting children's daily food and liquid intake along with general care items, such as, diapering and sleep times.

Families are encouraged to share any observations or changes that may take place with their child(ren) as they arise. We strongly believe that families are their child's best teacher and view parents as our partners. It is our role to support families by providing programs where their child can grow and develop in a healthy, safe and secure environment that supports both the child and family's personal well-being and sense of belonging. We recognize that parent participation and involvement in their child's program is essential to ensure children's optimal learning and success.

We strive to provide opportunities for parents to express their ideas, feelings and concerns as partners in their child(ren)'s learning and care. Parents are welcomed and encouraged to spend time in the program. In addition, we implement regular parent involvement through social activities, program enrichments and information sessions. We partner with families and parents to support their child's learning and development by sharing play experiences and how the child's play is linked to learning through our Weekly Program Plans, Individual Children's Observation Documents and regular communication. Parents are encouraged to share their observations of their child's learning and development with the staff. Use of photos, diverse materials, the use of home languages and learning experiences relating to diverse families and people further support children and families' sense of belonging

BKC supports family engagement and communication goals through the implementation of a variety of approaches, such as by:

- Communicating with families on a daily in-person basis at minimum at arrival and departure;
- Communicating our perspective of the children's learning and development with families as they progress;
- Encouraging families to share their perspective on the children's learning and development through in-person sharing and electronic responses by E-mail;
- Encouraging families to share pictures and stories of their child's time at home and with family;

- Displaying family information and photographs throughout the learning environments;
- Incorporating aspects from a variety of cultures within the learning environment (e.g. food, music, art, photographs, artifacts);
- Inviting family participation within the daily program and encouraging them to share their varied perspectives and cultural experiences with the children;
- Connecting families with local community partners for additional support and services;
- Planning special events and social activities for families to engage in throughout the year (e.g. Mother's and Father's Day celebrations, holiday gatherings, annual community BBQ).

Our Use of Documentation

BKC uses a variety of documentation methods to share in the joy of children's learning and development, support our communication with parents, reflect on our planning and creation of environments and experiences, review the impact of our interaction and planning approaches, and to support and monitor the implementation of our program statement. Each playroom creates documentation that draws attention to the children's thoughts and contributions, shares our professional knowledge and includes representation of the children's, educators' and families' perspectives. This documentation reflects the children, families and educators in each individual learning space and takes on a variety of formats, including individual learning stories, group reflections, storybooks, and documentation panels.

Community Partners

BKC partners with a wide range of community partners to support an integrated approach to early learning and care. As a child care service, we pride ourselves on working collaboratively with other centres to share resources and improve the quality of our programs and services to children and families. Some of our partners include Durham Region Public Health, Ajax Public Libraries and Town of Ajax Parks and Recreation Programs. In addition to these partnerships, we also have strong partnerships with the education system. Our centre works to develop relationships with each of the schools in the area to support seamless transitions for children moving from our care to the school system. We also have a strong partnerships with a number of Ontario Colleges and Universities pertaining to Early Childhood Education Diploma and Degree programs. We provide student placements enabling us to support future Early Childhood Educators by sharing our experience and

knowledge with them as they prepare for their new career. This also provides children with new learning experiences and enthusiastic interactions with the students. We partner with career agencies such as VPI to employ individuals who are experienced or inexperienced but willing to learning. We also have a strong partnership with the Ontario College of Trades.

Professional Learning

BKC is committed to the ongoing professional development of all staff. All BKC staff participate in mandatory training as required by the Child Care & Early Years Act, 2014, Occupational Health and Safety Act, Accessibility for Ontarians with Disabilities Act, and by the Ministry of Education, including, Standard First Aid & CPR Certification Level C.

In addition, staff participate in off-site, position specific training to support their professional learning and development, and to ensure they have a strong understanding of current policies, procedures and research materials. Registered Early Childhood Educators are required to meet the Standards of Practice and Continuous Professional Learning requirements of the College of Early Childhood Educators (CECE). BKC offers staff who would like to further their education while working, to continue their education through the Child Practitioner apprenticeship program offered by the Ontario College of Trades. We also encourage staff to take various workshops that will aid in their career goals, we constantly provide them with opportunities and resources to register for courses and workshops through regular E-mails and during staff meetings.

LICENSING STANDARDS

Bridges Kinder Connection Child Care is licensed by The Ministry of Education. We are inspected on a regular basis by Public Health, Ajax Fire Department, Durham Region Operating Criteria (DROC) as well as Ministry of Education annually. To support a safe environment, we conduct fire drills monthly, complete playground inspections twice daily, monthly and seasonally to ensure the children's safety. Safety drills provide our staff with confident knowledge of what to do in emergency situations. Our Designated Place of Emergency is **Pickering Village United Church**, which is located at **300 Church St. N. Ajax ON L1T 2W7. Phone: 905-683-4721.**

AGE GROUPS AND FEES- EFFECTIVE JANUARY 1ST 2025

Age Group	Daily Rate without CWELCC Reduction	Daily Rate with CWELCC Reduction
Infant	\$63.00	\$22.00 (Base Fee)
Toddler	\$54.00	\$22.00 (Base Fee)
Preschool	\$51.00	\$22.00 (Base Fee)

Bridges Kinder Connection Child Care is enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) funding program.

***FEES ARE TO BE PAID ON A MONTHLY BASIS, PARENTS ARE TO COUNT ALL BUSINESS DAYS IN THE MONTH INCLUDING STATUTORY HOLIDAYS, SICK DAYS, ABSENT DAYS, VACATION DAYS, ETC. AND MULTIPLY IT BY THE DAILY RATE (\$22.00 Base Fee) IN ORDER TO CALCULATE PAYMENT FOR THE MONTH.**

***ALL FEES FOR THE UPCOMING MONTH WILL BE DUE BY THE LAST DAY OF THE CURRENT MONTH**

***WE REQUIRE FIRST MONTH AND LAST MONTH (20 days) OF CARE PAYMENT (TWO MONTHS TOTAL)**

***SUBSIDY PARENTS ARE TO PAY THE APPROVED RATE DETERMINED BY DURHAM REGION'S CHILDREN SERVICES**

***SUMMER CAMP ACTIVITIES, VISITORS, TRIP AND TRIP BUSSING ARE SUBJECT TO ADDITIONAL FEES (NON-BASE FEE)**

HOURS OF OPERATION AND STATUTORY HOLIDAYS

Both full and part-time care is provided 52 weeks per year between 6:00 a.m. and 6:30 p.m. In the event that the child care center is unable to open due to severe weather, water shortage, electricity or flooding, the daily fee will not be charged. The decision of whether or not the child care centre should open or close relies heavily on any health risks that may threaten the safety of the children or the staff.

Bridges Kinder Connection Child Care will be CLOSED on all Statutory Holidays:

Labour Day	New Years Day
Thanksgiving Day	Family Day
Christmas Eve (closed early @ 12:30 p.m.)	Good Friday
Christmas Day	Victoria Day
Boxing Day	Canada Day
New Years Eve (closed early @ 12:30 p.m.)	Civic Holiday

****In the event that a Statutory Holiday falls on your scheduled day, regular fees will be applied.**

REGISTRATION AND ADMISSION

Due to the extremely high demand for child care in Durham Region and privacy reasons, we are unable to disclose exact positions on the waitlist. Once you are added to the waitlist, you will remain on it until we contact you to offer enrolment.

The following documentation must be completed **prior** to the first day in attendance:

1. Registration package completed in its entirety
2. Public Health Form
3. Updated immunization records or Vaccine exemption form
4. Medical/Allergy forms and medication (if applicable)
5. Government-Issued ID for at least one parent
6. Health Card Number
7. All forms must be signed and dated by the parent or guardian. The supervisor may also ask for additional information pertinent to your child – dietary plan, medical/allergy plans, special needs, etc.

If a parent objects to immunization for religious, conscience or medical reasons the objections must be completed on a standardized Ministry form and notarized by a “commissioner for taking affidavits”.

***The supervisor has the right to delay admission until such time as all the forms are received, completed, signed and dated.**

Updates will be required in order to keep your child’s record current, correct and up to par with the guidelines provided by The Ministry of Health and The Ministry of Education.

***Bridges Kinder Connection reserves the right to terminate service to families if:**

1. Policies and procedures are not followed
2. Parents/Guardians become verbally/physically abusive to staff, children or ANY other person(s)

3. Fees are not paid in a timely manner and several warnings have been given. Service will be terminated and account may be sent to collections
4. Vaccination records or vaccination exemption affidavit is not provided in a timely manner for review by Public Health

PART-TIME ENROLMENT

PRIORITY FOR SPACES IS GIVEN TO PARENTS REQUIRING A FULL-TIME PROGRAM. A PART-TIME PROGRAM IS AVAILABLE ONLY WHEN A SPACE IS NOT REQUIRED BY A FULL-TIME CHILD. **Bridges Kinder Connection Child Care** will accept children on a part-time basis.

Part-time is considered a minimum of 2- 3 full days of service. Part-time children must have set days for attending the centre. This policy provides consistency for the child, allows scheduling for other families and enables staff to plan and implement their programs appropriately. In the event that set days need to be re-scheduled, our ability to accommodate you will be dependent upon space availability. Occasionally part-time children will be allowed to attend the centre on days other than their set days only if space is available. These days will be considered ADDITIONAL DAYS, not switched days, replacement for absent days or statutory holidays and you will be charged accordingly. ***If a child is enrolled in part-time care and the space they occupy is needed for a family seeking full time care, the PRIORITY POLICY of Bridges Kinder Connection Child Care will be followed.**

PRIORITY POLICY

PRIORITY WILL BE GIVEN TO FULL-TIME CHILDREN

It is the Policy of **Bridges Kinder Connection Child Care**, that those in need of full-time care are to be given priority over those in need of part-time care.

If a child is enrolled in part-time care and the space they occupy is needed for full-time care, the family of the part-time child will be offered the following choices:

- A. To enroll in full-time care.
- B. Withdraw their child – they will be given two weeks notice in order to assist in the search for alternate care.

WAIT LIST POLICY

A priority placement and wait list for care will be maintained at each Child Care Centre. There will not be a charge, fee or deposit for placement of a child waiting for admission into any of our programs. This policy and the procedures within provide for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents in a way that maintains the privacy and confidentiality of children.

Bridges Kinder Connection will strive to accommodate all requests for the registration of a child at the child care center. Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed. No fee will be charged to parents for placing a child on the waiting list. The licensee or designate will receive parental requests to place children on a waiting list only via website submission for better tracking. Once the online form is completed, the child will automatically be placed in chronological order, based on the date and time that the request was received.

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

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

The supervisor will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list. The supervisor will respond to parent inquiries and provide the child's estimated position on the list and an estimated likelihood of the child being offered a space in the program, when possible.

The wait list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list, approximate position on the waitlist will be relayed to the parent when possible. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

ORIENTATION

Open communication is an important facet of the family/child care relationship. We encourage families to give input, share achievements and experiences from the moment they tour the centre. Before a child is registered at Bridges Kinder Connection Child Care, the Parent or Guardian tours the centre, meets with the supervisor or Designate to discuss relevant issues such as the needs of the child, staff qualifications, program, behaviour guidance, payment of fees, etc. When the decision to register the child is made, we recommend that the family bring the child to visit the centre prior to the starting date. The visits help to minimize the potential separation anxiety or uneasiness which sometimes

accompanies the first few days of care. If separation or uneasiness does occur, families are encouraged and welcome to call the centre to inquire how their child is doing.

Readiness to move children to another classroom. Each classroom has clear outcomes for the child to achieve. Staff document their observations of the child based on social, emotional, physical, cognitive and language milestones.

To address any special needs of children there is a **Wrong Door Resource Binder** located in the office, which is available at all times for staff, volunteers and families. Special Needs Resources are funded through the Regional Municipality of Durham and the Ministry of Education to support licensed child care programs to provide inclusive environments for children and families.

When a child is chronologically and/or developmentally ready for the move, preparation for the transition begins. The child will visit the new classroom and experience the program at different times to prepare them for the move.

Please note:

- Sometimes the children will move from the Infant Room to the Toddler Room before the child is 18 months of age.
- No space is guaranteed, however the move is made in consideration of the child's abilities, and the opinions of the parents and teachers.

PAYMENT INFORMATION

Parents or Guardians are responsible for all fees. Payments must be made on a monthly basis by E-transfer or Cheque only. Post-dated cheques are acceptable. ***All child care fees are to be paid in advance.** Please note that fees are due the last day of the month for the following month. Example: Payment for January would be due no later than December 31st. **Please include the dates for month(s) you are paying for and your child's name with all payments to avoid confusion.**

- At registration, a first month payment and last month (20 days) deposit is required. This must be paid by cheque or E-transfer only. The payment will be applied to the first month of care and the last month of care before withdrawal. While the last month of care deposit fee will be cashed (if paid by cheque), it will be held for the duration of enrollment in care and will not accrue interest.
- Please note that deposits may be altered at withdrawal because the deposit must reflect current fees.

- There is no refund or reduction in rates for vacation, absence or sick days, including Statutory Holidays.
- **Exceptional circumstances; all other requests for refunds/non-payment of fees must be put in writing and will be reviewed by management.**
- In the event that your child is ill or a Statutory Holiday falls on your scheduled day, you are still responsible for your regular fees.
- A late payment charge of \$5.00 (non-base fee) per day (including weekends) will be levied for all outstanding fees, no exceptions. **Any accounts that are more than two weeks in arrears will have service suspended until payment is received.**
- A service charge of \$50.00 (non-base fee) will be levied for any cheque returned N.S.F. If two cheques are returned N.S.F. in a 12 month period, future payments are required to be made by E-transfer.
- **Overpayment of fees; a credit towards the following month or refund will be issued if fees have been overpaid.**
- We understand that late pick up of children is occasionally unavoidable, but none the less we would appreciate a call to notify staff of the circumstances. This allows the staff to prepare the child for a longer day, comfort the child and make their own arrangements.
- A minimum of two staff will remain at the centre after hours when there is a late pick up. If there is difficulty picking the children up on time, families are requested to have an Authorized Pick Up Person to pick up their child/children. **A Late Fee of \$2.00 (non-base fee) per minute, per staff will be in effect for late pick up.** Upon entering, the person picking the child up will be asked to sign a Late Arrival Acknowledgement document stating the late fee that is due. Chronic lateness will be brought to the supervisor's attention. If a child has not been picked up by 7:00 p.m. without notification and we are unable to reach the parents/guardians or other emergency contacts then the police and Children's Aid Society may be contacted.

TERMINATION OF SERVICE

Parents or Guardians are required to give **a minimum of one-month written notice if they plan to withdraw their child.** The deposit paid upon admission will be applied to fees for this one-month period. If one month notice is not received, the one month deposit will be used in lieu of notice. **If a child is being temporarily withdrawn, a space will not be reserved for the child unless fees continue.** Your options at this time include:

1. Continue to pay your fees and the space will be held
2. Withdraw your child and re-register at a later time however, please keep in mind that there is lengthy waitlist which will be followed in chronological order.

Parents are required to inform the centre of a child's absence due to illness, parent illness or special time with the child. Bridges Kinder Connection Child Care reserves the right to terminate service to families if policies and procedures are not followed or fees are not paid on time.

TRANSITION TO KINDERGARTEN

At Bridges Kinder Connection, our Preschool Program is designed for children up to **4 years of age**. Once a child reaches kindergarten age, they have aged out of the program and are expected to transition to a licensed Kindergarten Program in an Elementary School.

To ensure a smooth transition, families are encouraged to begin planning for kindergarten enrollment well in advance. Parents/guardians are responsible for registering their child with their local school board and notifying the centre of their child's anticipated last day in the Preschool Program.

Please note that children who are eligible to attend kindergarten are no longer eligible to remain enrolled in the Preschool Program. As such, a withdrawal date will be established in consultation with the family to support a successful transition to school.

Bridges Kinder Connection Child Care will make all attempts to provide child care services for every child and family, however if certain situations arise, we reserve the right to discontinue services to the child/children or family upon one week's notice for any of the following reasons:

- The child displays a pattern of behavior that the staff are not trained to handle and are unable to obtain outside agency support, should the behavior manifest itself into a potential safety hazard for the child, other children or staff.
- A parent, for whatever reason, becomes abusive to the staff or other clients.
- A parent that consistently arrives later than scheduled closing or in other ways uses the program inappropriately.
- Non-payment or chronic late payment of fees.

RECEIPTS

Child care fees are tax-deductible and a yearly receipt for income tax purposes will be issued in February of the following year for the parent who has made the payments. This receipt should be placed in your income tax return. ***Please note that there is a fee for the copy of the original document if you happen to misplace it.**

PRIVACY

All information collected by the child care centre is the minimum needed to serve the purpose of the service provided. It is the right of every child and family to privacy and is protected to the greatest extent possible. Parents have the right to access their child's records. Informed written consent is required prior to releasing any information through social media. Written consent of the parent/guardian is obtained before a child's personally identifiable information is released to an outside researcher. *Access to a child's records without parental consent may only be given to officials of the following jurisdictions:*

1. Coroner's Office
2. Courts in response to a warrant or court order
3. Ombudsman
4. Authorities vested in provincial or federal statutes
5. Minister and officials to whom he/she has delegated authority (Program Advisor is an official delegate for the Ministry of Education).

All records must be made available to The Ministry of Education staff if requested to assess compliance during a licensing visit. All current records are kept locked in a filing cabinet in the office. Records are kept for at least three years. Off site secure storage is permitted when the file is inactive.

COMMUNICATION FOLLOWING PLACEMENT

It is essential that Parents or Guardians make time to discuss the progress of the child(ren) as well as any concerns regarding program or care. Meetings with the teachers can be arranged through the supervisor to discuss issues more in-depth.

Every morning at arrival it is the responsibility of the parent to:

- Place child(ren)'s outer clothes, bags etc. in the designated location
- Escort the child(ren) into the classroom
- Notify the staff of their arrival
- Speak with the staff to share information about the evening before and prior to arrival

Upon departure, Parents or Guardians should notify the staff that their child(ren) are leaving for the day. During this time the staff can relay the highlights of the child(ren)'s day. Children are not allowed to leave the centre unescorted.

Unless otherwise arranged, children will not be released to any person not on the Authorized Pick Up list. Written notification is preferred if you plan on having someone who is not on that list pick your children up.

Parents or Guardians should read the white board at the front entrance for daily updates. An activity calendar of the centre's events, special activities and other pertinent information is generated monthly and placed on our website as well as posted around the centre. Newsletters are also posted on the website and around the centre, both will be sent via E-mailed to each parent.

Any changes in the normal routine of the child(ren) or in family structure unit should be explained to the supervisor to ensure the staff can provide effective care and meet the child(ren)'s individual needs. Changes to pick up times or person should be discussed with the centre so that they can prepare the child(ren) for the change.

If the child(ren) are sick, late or absent for the day, the centre should be informed by e-mail or telephone prior to your usual time of arrival.

Parents or Guardians are required to maintain updated personal information, change of address, phone number, change in employment location, etc., to ensure that they can be contacted in on emergency matters. Your child's safety and health may depend on this information. All information provided to the centre is kept in confidentiality.

PARENT ISSUES AND CONCERNS POLICIES AND PROCEDURES

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

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

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

Issues or 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 or Guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to Parents or Guardians within 5 business day(s). The person who raised the issue or concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

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

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party. If at any point a Parent or Guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

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 or 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>

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	- Raise the issue or concern to the classroom staff directly or - the supervisor or licensee.	- Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within 5 business days. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received;
General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the supervisor or licensee.	- the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
Staff-, Duty parent, Supervisor-, and/or Licensee-Related	Raise the issue or concern to - the individual directly or - the supervisor or licensee. All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.
Student- / Volunteer-Related	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the supervisor and/or licensee. - All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern in writing to **Owner/Operator bkcchildcare@gmail.com**.

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

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

Contacts:

Arren V.
RECE Supervisor 905-428-3850
bkcchildcare.ajax@outlook.com

PHONE CALLS AND EMAILS

All Parent or Guardian phone calls and E-mails are important to us. We strive to answer all calls, but during program hours when we are busy with the children, it is impossible to speak to everyone. If you call and get our voice mail, please leave a detailed message and the supervisor or designate will return your call as soon as possible. E-mails are checked minimum three times per day. The volume of calls and E-mails can be large, your patience is greatly

CLOTHING AND POSSESSIONS

Each child should have two complete changes of clothing left at the centre including socks and an adequate supply of diapers and wipes (if applicable). Clothing must be weather appropriate and functional. We are outside twice daily- one hour in the morning and one hour in the afternoon (weather permitting). For the health and safety of the children they should wear shoes at all times. Each child must have one indoor pair of shoes and one outdoor pair of shoes. No open-toed sandals or flip flops are allowed outdoors for safety purposes. ***Please label your child(ren)'s clothing with their first name and the first initial of their last name.** The centre cannot be held responsible for lost items. Parents of children who attend full days are required to supply one child sized blanket and if your child wishes, a small stuffed toy, these items should be brought home every Friday for laundering. Due to health and safety reasons we request that no soothers are used in the classroom.

Sun exposure during childhood plays an important role in the development of skin cancer later in life. One severe sunburn during childhood doubles the risk of developing skin cancer. We request that you put the initial application of sunscreen on your child(ren) before arriving at the centre and the staff will apply more at intervals during the day.

Please provide your child with:

- A labeled container of sunscreen
- A wide brimmed hat that will protect your child's face, neck and ears. Baseball hats are not recommended because they do not shield the neck, ears or cheeks.
- Protective clothing such as lightweight long sleeve shirts and pants.

FIELD TRIPS, VISITORS AND COMMUNITY EXPERIENCES

Bridges Kinder Connection Child Care believes that children benefit when they are provided with opportunities to engage with people, places and the natural world in their environment. Field trips and visitors expand children's learning and knowledge through active hands on experiences.

Planned trips and visitors provide opportunities to:

- Learn by doing
- Investigate and have hands on experiences
- Extend the children's learning
- Encourage social interaction and independence opportunities
- Pursue individual interests
- Investigate nature

A notice is sent home in advance of the excursions and/or visits informing Parents or Guardians of the time, date, any cost and a permission slip to be signed and returned. Parents or Guardians are always welcome and encouraged to join us for the visits and excursions! Parents or Guardians planning to volunteer must go to their local police station and acquire a Vulnerable Sector Screening and provide the centre with an original copy. Direct, unsupervised access (when an adult is alone with a child) to all our children is not permitted for persons who are not employed by Bridges Kinder Connection Childcare. This means that Parents or other volunteers will never be left alone with any child, at any time.

We believe that by sharing what we know and who we are with friends - from all walks of life, adds to the treasures we collect through our lives. If you or someone you know would like to visit our programs to share skills, knowledge and experiences with our children, please speak to the supervisor to arrange a visit! Any activities that increase knowledge, co-operation and experiences are welcomed.

PARKING

Parents are advised to lock their cars and not leave any valuables in the car while picking up and dropping off the children. **Bridges Kinder Connection Child Care** will not be responsible for any loss or damage, which may occur in the parking lot.

STAFFING

Each program is staffed with educators qualified in Early Childhood Education and registered with The College of Early Childhood Educators. Many of our well qualified assistants are completing courses to become Registered Early Childhood Educators. Each educator is

carefully interviewed; reference checked, required to have a Vulnerable Sector Screening, a current medical assessment, a current First Aid with Infant and Child CPR. RECE Educators must also be a member in good standing with The College of Early Childhood Educators and regularly reviewed to ensure they follow all policies and procedures.

We support staff in relation to continuous learning, so that they may continue to be responsive educators. We provide opportunities at staff meetings to engage in reflection, discussion about pedagogy and practice, employ videos from The Ministry of Education, share experiences, publications and advise them of workshop opportunities related to their goals.

Our staff share our belief that children benefit from a variety of experiences which give them opportunities to explore their environment, form relationships, develop skills, confidence and discover their own identity. Our educators are given the responsibility for providing a stimulating program which supports the children and families. This environment includes both the physical set up of the program and the delivery of stimulating activities for the children. They are responsible for creating open, supportive and responsive interactions for the children and families. They are responsible for providing a safe, secure, nurturing and sensitive environment where the children spend the majority of their day. They observe the children and develop a program which fosters individual and group learning. The teachers are an obvious presence in the program, leading, organizing and interacting with the children, but most times the teachers hold back, allowing the children to take the lead. Ongoing evaluation is performed while the educators monitor the children's interactions then, adapt and adjust the program to meet the needs of the children.

We expect our staff to be not only warm, friendly, caring and daily role models of courteous, respectful and responsible behavior but pedagogically well informed. They are responsible for developing partnerships with parents ensuring the parents receive regular communication regarding their child with daily reports and periodic developmental checklists. The educators know the children and families best and are responsible to inform the administration of any issues that arise.

Our staff become a very important part in the life of the child(ren) and value partnering with families in the important responsibility of caring for and educating their child(ren). Our educators are the link with other agencies and community resource programs to provide a consistency and continuity of care for the children and family.

All staff are to act and make decisions responsibly with respect to all aspects of their responsibilities and duties. Liability coverage is not available for the following situations:

- Employees shall not provide transportation for any client in their personal vehicles during the employee's business day. Employees and family members who are clients are exempt.
- Employees who provide after care or private instruction for our clients or attend social activities hosted by our clients.

SECURITY

Bridges Kinder Connection Child Care is equipped with a pass code security and video surveillance around the outside of the building. Parents will be given the pass code upon registration. Parents should use discretion when giving out the code to an Authorized Pick up Person. **We ask parents do not give the code to their children in order to maintain the confidentiality and security of the child care.**

*The security code may be changed, if this happens parents will be notified by E-mail.

ATTENDANCE

A daily record is kept indicating the actual time of arrival and the time of departure. It is important for Parents or Guradians to call the centre and advise **Bridges Kinder Connection Child Care** if a child(ren) will be absent and the reason. Attendance records are extremely important during transitions, and if evacuation is necessary, for the safety of the children.

Information Regarding Ratios:

Bridges Kinder Connection Child Care ensures that The Child Care and Early Years Act requirements regarding ratios of staff to the children and the maximum mixed group size are maintained.

There are a variety of custody, access and visitation arrangements which many families have in relation to their child(ren). Bridges Kinder Connection Child Care requires official documentation of custody, access or visitation agreements before the staff at the centre can accommodate drop offs or pick-ups as per these arrangements.

FIRST AID AND CPR

All employees and students have a valid certification in Standard First Aid, which includes Infant and Child CPR (Level C)

CRIMINAL RECORD CHECKS AND VULNERABLE SECTOR SCREENING

All staff, volunteers and students at licensed child care centres require Vulnerable Sector Checks which must be updated every five years and Offence Declarations completed annually. Bridges Kinder Connection Child Care ensures a current Vulnerable Sector

Screening as part of the recruitment process for all positions including employees, students and volunteers. The Ministry of Education and The Child Care and Early Years Act require this standard for all positions to ensure the safety and well being of the children in our care.

PICK UP/ DROP OFF

The child care centre opens at 6:00 a.m. Parents are asked to bring their child/children into the building and see that they are under the supervision of the teaching staff before leaving the premises. The child care center closes at 6:30 p.m. Children will be allowed to leave the centre only with their parents or another authorized pick up person, unless otherwise stated by parents. Requests to release children to another person other than the child's parents or designate should be in writing by letter or E-mail. All Authorized Pick up Persons should be prepared to be asked for identification by staff. **Children will not be allowed to leave the centre unescorted.**

Your child's safety is our first concern. For this reason, if parents or an Authorized Pick up Person is suspected of intoxication and are driving a vehicle, they will be requested to:

1. Take the child home in a taxi.
2. Call someone else to take them home.

SUPERVISION POLICY FOR STUDENTS AND VOLUNTEERS

ECE students and volunteers are present at the centre when the opportunity arises. Students gain valuable experience while completing the requirements of their programs and our educators gain valuable knowledge from them in return. We remain current in our practices and have an extra set of eyes and ears by having the students involved with the centre. **Direct unsupervised access (ie. when the adult is alone with the child) is not permitted for persons who are not employees of Bridges Kinder Connection Child Care and /or under the age of 18 years. Volunteers and students are not counted in staff ratios.** All students and volunteers are assigned to a designated Early Childhood Educator to shadow while in placement or volunteering at the centre. They are monitored by our staff, provide us with a current Vulnerable Sector Screening, First Aid and CPR, immunization/wellness check as well as review all of our policies and procedures before commencing their placement with us. The supervisor ensures they review and sign all policies and procedures before beginning and annually thereafter. These individuals shadow their mentor and help out where necessary, but are never left unsupervised with the children.

ACCIDENTS

Our educators work diligently to provide a safe, creative and nurturing environment for each child in our care. In spite of all the best precautions, accidents and serious occurrences may still occur.

All accidents that leave a visible mark on the children must have an Accident Report Form filled out with the date, location, time of the accident, the number of children, the staff, the details of the incident and the first aid given to the child. The parent and the supervisor or designate must sign the accident form and a copy is provided to the parent. The parent must sign the form and initial that they have received their copy of the accident form. All incidents observed by staff, but leave no marks, will be reported to the parents verbally and documented by staff.

INCIDENT REPORT POLICY

At **Bridges Kinder Connection Child Care**, we are committed to providing a safe, respectful, and nurturing environment for all children in our care. If a child injures another child or staff member, damages property, or engages in inappropriate behavior; an Incident Report will be completed and provided to the child's Parent(s) or Guardian(s). All Incident Reports must be completed accurately and in full. Reports are required to be reviewed and signed by the Supervisor, Designate, or Director **before** they are shared with Parents/Guardians.

Parents/Guardians will be informed of the incident in a timely manner, and the details will be discussed with them either prior to their child being picked up or at the time of pick up. A copy of the report will be provided at that time. Please note that **all information remains strictly confidential; no identifying information about other children will be shared.** If a child receives **three (3)** Incident Reports, the Parent(s)/Guardian(s) will be notified, and a meeting with Management will be scheduled to discuss ongoing concerns and next steps. In some cases, a referral to a Resource Consultant (EIS) may be recommended to provide additional support for the child and their family.

If concerning behaviors continue and pose a risk to the safety and well-being of others within a reasonable timeframe, the Centre reserves the right to make the decision to withdraw the child from the program, indefinitely. Parent(s)/ Guardian(s) will be provided with **one (1)** month's written notice.

Understanding the difference between an Accident Report and an Incident Report

Accident Report: An unexpected event that results in, or may result in, an accidental injury.

Incident Report: An unexpected event involving inappropriate behaviour that results in, or may result in, injury to another person or damage to property.

Example: If Child A bites Child B, Child A will receive an Incident Report, and Child B will receive an Accident Report.

SERIOUS OCCURRENCE REPORTING AND NOTIFICATIONS

A Serious Occurrence could include:

- Death of a child who received care at the child care, whether it occurs on or off the premises.
- A life threatening injury or illness to a child while in attendance at a child care centre.
- Abuse, neglect or an allegation of abuse or neglect of a child by a staff or any other person while in attendance at a child care centre –any complaint regarding health and welfare of a child while in attendance at the child care.
- Any situation where a child is missing or is temporarily unsupervised.
- Any unplanned disruption of normal operations that poses a risk to health, safety or well being of the children receiving care at the centre.

When a Serious Occurrence occurs, Bridges Kinder Connection Child Care reports the occurrence to The Ministry of Education within 24 hours, which is responsible for Child Care Licensing. In addition to reporting to the ministry, we post the Notification Form regarding the Serious Occurrence that has taken place on the Parent Information Board for a period of 10 business days. The posted information is a summary of the report and also outlines any follow up actions taken by us while respecting the privacy of the individuals involved in the occurrence. Bridges Kinder Connection Child Care will make suitable actions to help prevent a similar occurrence in the future. Many factors lead to a Serious Occurrence Report and it does not necessarily mean that our child care centre is out of compliance with licensing requirements or that the children are at risk. The purpose of the policy is to ensure the safety and well-being of the children in our care.

SMOKE FREE ONTARIO ACT

The Smoke Free Ontario Act came into effect on May 31, 2006 prohibiting smoking in enclosed workplaces and public places to protect workers and the public from the hazards of second hand smoke. Parents, staff, students, volunteers and visitors are prohibited from smoking in the childcare centre and the playground areas whether the children are present or not.

SAFE DRINKING WATER ACT

In June of 2007, The Ministry of The Environment introduced stringent requirements for flushing and testing of drinking water taps in schools, private schools and child care centres under Ontario Regulations 243/07. The water flushing is completed prior to the children's

arrival at the centre and the lead testing requirements are completed each year and sent to The Ministry of Education.

REGULATION 613 HIGHWAY TRAFFIC ACT

This act is intended to enhance the safety of children being transported in a vehicle. The requirements apply to drivers who transport children in a motor vehicle including parents, guardians, caregivers and employees of a child care center.

Where children are transported in a child care centre vehicle:

1. The child care centre confirms that the car seats and restraint systems are based on the birth date, age, height or weight of the child.
2. The child care center confirms the child seats are installed in accordance with manufacturer recommendations.
3. The child care centre confirms all child seating and restraint systems used for transporting children are certified by Canadian Motor Vehicle Safety Standards.

EMERGENCY PREPAREDNESS

The child care participates in safety drills e.g. fire drills, etc. These drills provide the staff and children with the knowledge of what to do in the event of an emergency situation. Policies and procedures have been created to support the centre in the event of fire, lock down, communicable disease outbreaks or nuclear leaks. In the event that the child care centre is unable to open for any reason, the daily fee will not be charged. The reasons for not opening the centre would always be determined with the children's safety as the primary consideration. Parents or Guardians are notified of the designated place of emergency and E-mailed or called to pick the children up at that location. Bridges Kinder Connection Child Care centre is within a ten kilometer radius of a nuclear power installation. There is a request in the admission package to administer iodine pills. In the event of a nuclear emergency, the centre would follow the directions of the Medical Officer of Health as to the administration of the pills. The supervisor or designate can provide you with more information should you require it. Please note: families would be contacted by E-mail and/or phone call to advise them where to pick up their child in an emergency situation.

You can also find information at www.durham.ca/departments/demo/nuclearbrochure.pdf

HEALTH

Bridges Kinder Connection Child Care recognizes the need to nurture healthy development and support a growing sense of self for the holistic well being of each child. We encourage

our educators to monitor the developmental progress of each child using Nipissing and other developmental scales in order to evaluate their strategies which enable the children to develop and master their skills.

Health Screening and Immunization in accordance with The Child Care and Early Years Act, and Durham Region Health Department (Health Protection and Promotion Act), requires child care operators ensure that any child attending the child care centre is immunized against diphtheria, pertussis, tetanus, polio, varicella, meningococcal, measles, mumps and rubella, as required by the local Medical Officer of Health. Exemptions may be granted for medical reasons, or for reasons of conscience or religious belief by completing approved forms, approved by a minister or a regulated health professional and notarized. **It is the responsibility of parents to update the child care when immunizations are updated.** The child care monitors the records, to ensure each child enrolled has up to date immunizations. If the child does not receive the immunization, Bridges Kinder Connection Child Care reserves the right to deny care until the immunizations are completed. When up to date immunization is received, the information is forwarded to the Durham Health Department.

To ensure a healthy and safe environment, our educators adhere to the implementation of Sanitary Policies and Procedures which reflect the recommendations of Durham Public Health and Workplace Health and Safety. In addition, our educators monitor the children for signs of illness. This procedure happens when entering the programs and throughout the day. For everyone's well-being, sick children cannot be admitted to the child care centre. If the staff considers a child too sick to be exposed to other children or if a child develops an illness at the child care centre, the child will be isolated whenever possible and the Parent or Guardian will be notified to pick the child up. Parents or Guardians are expected to make arrangements to pick the child up immediately following the notification. **It is essential that the staff be able to locate the parent, guardian or designate should an illness or emergency arise, so please ensure that the information contained in your child's file is accurate and up to date.**

Parents or Guardians must keep a child home that is suffering from:

- Fever
- Diarrhea
- Vomiting
- Communicable disease (measles, mumps, etc.)
- Any unidentified skin rash or sores

Please note: If the parent is required to pick up their child from the child care centre due to any of the above illnesses or the child exhibits these symptoms at home, the child is required

to stay home from child care until they have been symptom free for 48 hours, unless a doctor's note is provided.

If a child develops an illness during the day and is waiting to be picked up by the parent, the centre will attempt to isolate the child and prevent him or her from participating in the program, thereby helping to prevent the spread of illness. **However, when a child returns to childcare following an illness it is expected that the child will be able to participate in all aspects of the program, outdoor play included.**

Parents or Guardians will also be notified if their child is displaying unusual irritableness, fussiness or restlessness. These symptoms are often a sign that a child may be coming down with something and the parents will be notified in order to make a doctor's appointment, pick up the child early, etc.

If a child is diagnosed with a communicable disease, Parents or Guardians are to inform the child care centre of the disease, so that the centre can notify all families and Public Health. The child care center will post any communicable disease at the entrance and on the parent board. The staff will take immediate action to clean and disinfect the classrooms. Any child diagnosed with a communicable disease must remain at home until the recommended period of exclusion has elapsed.

MEDICATION ADMINISTRATION

The Child Care and Early Years Act requires Parents or Guardians to complete and sign the medication authorization form if the staff need to administer any medication. All medication must be in the original container with a current prescription label attached.

Non-prescription medication can only be administered when accompanied by a doctor's note. The doctor's note must state a specific time frame for administration and dosage, the directions cannot be open-ended. **Whenever possible we recommend that medication be administered at home.**

Medication is not to be left in the cubby area. The Parent or Guardian must hand deliver medication to the opening staff, who will ensure that it is safely secured in a designated locked medication boxes and recorded in the daily communication book so that all staff are aware that the medication is to be administered that day. **No expired medication will be administered.**

If a dose of medication is omitted, the reason will be stated on the authorization form. Any omission will be recorded and reported to the Supervisor, who will then notify the parent. All accidental administration of medication is a Serious Occurrence and will be reported to

The Ministry of Education. Our staff always take a team approach to administering medication in order to help eliminate any errors.

***All leftover medication and empty bottles of medication must be returned to Parents or Guardians.**

CHILDREN WITH ALLERGIES

Lists are posted in each classroom and food preparation area for children with allergies or food restrictions.

ANAPHYLACTIC ALLERGIES

Anaphylaxis is a serious allergic reaction and can be life threatening. The allergy may be related to food, insect stings, medication, latex etc. Upon registration, Parents or Guardians complete an Anaphylactic Plan and Medication Forms which accompanies the Epi-Pen and/or Benadryl/other allergy medications if applicable. The Anaphylactic Plan is reviewed by all staff and each staff member signs off that they have been trained to use the Epi-Pen. The Plan is posted in each classroom with a photo of the child attached for easy identification. As part of emergency procedures, any individual receiving emergency epinephrine must immediately be transported to hospital and the Parent or Guardian will be notified to meet us at the hospital.

EMERGENCY MEDICAL PROCEDURES

In the event that any emergency medical care is needed, the following steps will be taken:

The staff will:

- Call 911
- Have the child taken to the emergency department of the hospital in the company of a staff member. Messages would be left to advise the Parent or Guardian what has happened and where the child has been taken for medical treatment.
- The child would attend the nearest hospital (Ajax Pickering Hospital).
- Attempts will be made to contact the Parent or Guardian or Emergency Contact Person

Any expenses incurred under the circumstances noted above will be charged back to the Parent or Guardian. Number 8 on the Agreement and Consent form of the registration package gives the child care center consent “To obtain medical treatment as deemed necessary in the event of an accident or illness” and must be signed before the first day of child care.

SAFE ARRIVAL AND DISMISSAL POLICY AND PROCEDURES

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

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

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

Bridges Kinder Connection Child Care will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.

Please select which of the below policy statements apply to your program with respect to the dismissal of children from care without supervision. Please delete or edit those bullet points as you see fit.

- Bridges Kinder Connection A LTD. only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
 - A parent/guardian may request that a child who is 18 years old or older be released from child care without supervision. Parents/guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal.
 - Where a parent/guardian provides written instructions for the release of their child from care without supervision, the parent/guardian is aware that the child care is no longer responsible for that child upon their dismissal.
-
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.

- ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed the child's file or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
- document the change in pick-up procedure in the daily written record.
- sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must inform the Supervisor or Designate.
 - Supervisor/Designate must contact the parent/guardian at home, work, or other numbers provided. If the parent/guardian does not answer, the Supervisor/Designate may contact them via text.
 - If unable to get in contact with the parent/guardian, Supervisor/Designate will call the list of emergency contacts, leaving a message where possible and requesting an immediate call back.
 - Supervisor/Designate must commence contacting the child's parent/guardian no later than 2 hours after usual drop off time as children arrive throughout the day at different times.
2. If, after all attempts to reach the parent/guardian and emergency contacts for pick up are exhausted, the Supervisor/Designate must contact the Police to report the absent child.

Releasing a child from care

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

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, staff shall proceed with contacting Parent/Guardian by phone, if there is no response within 30 minutes, the Supervisor shall attempt to contact the emergency contact via phone call and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must notify the Supervisor who will attempt to contact the emergency contact via phone call. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child, the staff shall contact emergency contact(s). If the emergency contact(s) cannot be reached, staff shall notify Supervisor and wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed")

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:30PM, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact the emergency contact(s) on file.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 7:00PM the staff shall proceed with contacting Durham Region's Children's Aid Society (DRCAS) 24hr telephone numbers: **905-433-1551**. Staff shall follow the DRCAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

PROHIBITED PRACTICES, BEHAVIOUR GUIDANCE AND POSITIVE INTERACTIONS

Children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach intended to manage unwanted behavior. Research from diverse fields of study show that children who attend programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn than those who do not. Experiencing positive relationships in early childhood also has significant long-term impact on physical and mental health, and success in school and beyond. Corporal punishment and other harmful disciplinary practices are forbidden in order to protect the emotional and physical well-being of children. These practices are never permitted at the Centre.

All Centre employees, volunteers, or students, engaged in providing childcare at BKC Child Care are prohibited from the following practices under the *Child Care and Early Years Act*:

- A.) **Corporal punishment** (which may include but is not limited to, hitting, spanking, slapping, pinching);
- B.) **Physical restraint of children**, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent).
- C.) **Locking the exits of the child care centre for the purpose of confining the child**, or confining the area or room without adult supervision. Unless such confinement occurs during an emergency
- D.) **Use of harsh, degrading, measures or threats or derogatory language** directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine their 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.

MANDATORY

Any individual working in or providing licensed childcare who has been convicted of below-noted offences **must** notify their licensee immediately and cannot continue working in or providing childcare. Failure to disclose this information will lead to termination.

- **Section 152 invitation to sexual touching**
- **Section 153 sexual exploitation**

- **Section 153.1 sexual exploitation of person with a disability**
- **Section 160(1)(2)(3) bestiality**
- **Section 162 voyeurism**
- **Section 162.1 publication of intimate image without consent**
- **Section 170 parent or guardian procuring sexual activity**
- **Section 171.1 making sexually explicit materials available to a child**
- **Section 172.1 luring a child**
- **Section 172.2 agreement or arrangement sexual offence against a child**
- **Section 271 sexual assault**
- **Section 272 sexual assault with weapon, threats to a third party or bodily harm**
- **Section 273 aggravated sexual assault**
- **Section 281 abduction of person under 14**
- **Section 286.1(1) obtaining sexual services for consideration**
- **Section 286.1(2) obtaining sexual services for consideration from an individual under the age of 18**

Behavior Guidance

BKC Child Care is committed to providing a safe, respectful, and supportive environment where children can develop socially, emotionally, and cognitively. Behaviour guidance practices are designed to promote self-regulation, problem-solving, empathy, and positive relationships.

All employees, students and volunteers are expected to guide children's behaviour using positive, developmentally appropriate strategies that respect each child's dignity and individuality. Behaviour guidance must always support children's emotional well-being, sense of belonging, and safety.

Behaviour guidance practices within the centre will:

1. Be appropriate to the child's age and developmental level.
2. Promote self-regulation and independence.
3. Respect each child's culture, abilities, and individual needs.
4. Focus on positive interactions and teaching appropriate behaviour rather than punishment.
5. Maintain a safe and inclusive learning environment.
6. Encourage communication, empathy, and problem solving.

Children learn through relationships and experiences. Educators act as positive role models, demonstrating respectful communication and appropriate behaviour at all times.

Behaviour Guidance Strategies

Educators, students and volunteers will use positive guidance strategies including but not limited to:

1. Creating a Positive Environment

- Maintain predictable routines and transitions.
- Provide engaging and developmentally appropriate activities.
- Arrange the classroom environment to reduce conflict and promote cooperation.

2. Setting Clear Expectations

- Communicate simple, clear rules using positive language.
- Reinforce expectations consistently.
- Use visual cues and reminders when appropriate.

3. Positive Reinforcement

- Acknowledge and encourage positive behaviour.
- Offer praise and encouragement that focuses on effort and cooperation.

4. Redirection

- Redirect children toward appropriate activities when challenging behaviour occurs.
- Offer alternative choices.

5. Teaching Problem-Solving

- Help children identify feelings.
- Support children in resolving conflicts with peers.
- Encourage children to use words to express needs and emotions.

6. Supporting Emotional Development

- Validate children's feelings.
- Provide comfort and reassurance.
- Model empathy and respectful communication.

7. Individual Support

If ongoing behavioural concerns arise:

- Educators will observe and document behaviours.
- Strategies will be discussed with families.
- Additional supports may be explored if needed.

POSITIVE SOCIAL INTERACTIONS

In accordance with BKC Child Care's program statement and the *Child Care and Early Years Act*, the Centre will support positive interactions between children, families, staff and the community, rather than "managing" a child's behavior. Children who attend programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn than those who do not. Further, by responding positively to children's cues and engaging in reciprocal interactions with them, we are supporting the development of secure relationships. Experiencing positive relationships in early childhood also has significant long-term impacts on physical and mental health, and success in school and beyond.

In using a positive approach to guide children, employees should use the following methods in their interactions with children in order to establish and maintain positive interactions:

- Positive role-modeling by demonstrating appropriate ways of interacting
- Providing logical consequences for behavior
- Using a calm voice
- Providing consistent messaging to children
- Speaking at children's level
- Asking for assistance when required
- Following through on agreed upon messages
- Redirecting to appropriate activities or behaviors
- Providing opportunities for self-regulation by outlining appropriate choices for children and supporting a child's ability to gain control
- Adhering to BKC Child Care's Program Statement and philosophy

Rather than reprimanding children for undesirable behaviors, Employees should assist the child in finding new ways to achieve their goals. For example:

1. Look for the root cause of behavior
2. Reduce stressors
3. Support children's efforts to initiate and join in play with others
4. Acknowledge that each child is competent, curious and rich in potential
5. Give choice whenever and wherever possible,

6. Notice, acknowledge and document positive interactions and attempts at self-regulation, and share this information with the child and family to gain insight

Remember at all times that a child should feel a sense of belonging among children, adults and the world around them.

De-escalating Volatile Situations

In spite of the limits that you set, difficult situations will arise.

1. Remain alert to the total situation. Attempt to foresee and forestall trouble. Redirect an uncooperative child to another activity. Redirect the entire activity into a more wholesome direction.
2. Allow children of comparable size and ability to work out their own solutions. Encourage the shy child to stand up for him/herself. Encourage the aggressive child to verbalize.
3. Help children understand one another's actions.
4. Treat toilet accidents casually.
5. Try to ignore improper language. Say "We talk nicely here".
6. Do not allow a child to strike you. Gently say, "I don't like to be hit".
7. If one child requires too much adult attention, he or she should be temporarily removed from the group. Do so gently without punitive action. Your purpose is to help him or her.

Giving Directions

1. Be sure you have the child's attention. Make eye contact. Get down to the child's level
2. Give positive directions that leave the child no choice of interpretation.
3. Give a choice of two things when possible.
4. Warn ahead of time before changing activity.
5. Never plead, threaten or strike.
6. Invite participation.
7. Direct the child to a new activity when the present activity is completed.
8. Use a quiet voice as much as possible. Get down to the child's level when talking with him or her.

Professional Attitudes

1. Never discuss a child when another child is present.
2. Never discuss a child within his or her hearing.
3. Do not discuss one parent's handling of a situation with another parent.
4. Please do not talk among yourselves in the classroom or playground.
5. Do not, at any time, leave children unsupervised, either indoors or outdoors, even for a few minutes.

CONTRAVENTION OF THE PROHIBITED PRACTICES, BEHAVIOR GUIDANCE AND POSITIVE INTERACTIONS

1. Any child care employee or volunteer observed using disciplinary measures that contravene the *Child Care and Early Years Act* shall be reported immediately to the Supervisor/Executive Director. He or she will take immediate steps to investigate the alleged incident.
2. The Centre Supervisor/ Director will immediately speak privately to the Employees member/volunteer involved, at which time the Supervisor/ Director will have to be satisfied that he or she has the facts, that they are as reported, that the incident is documented, and a copy is placed in the employee's file. Depending upon the severity of the conduct, the Supervisor/ Director may implement progressive discipline in accordance with the Progressive Discipline Policy set out in this Manual. In the event that a student or volunteer contravenes the Prohibited Practices and Positive Interaction Policy, their placement may be terminated and they may be asked to leave the program. The nature of the contravention of this policy may require the Supervisor/ Director to report the incident to the College of Early Childhood Educators or to the Ministry as a serious occurrence [or the Centre may decide to file a complaint to the College related to the incident].
3. If a second incident is reported and the Supervisor/ Director is fairly certain that this incident occurred, he or she will take the employee aside, discuss it briefly with him or her and send him or her home. A meeting will be arranged for the next day with the employee and the Supervisor/ Director.
4. The outcome of this meeting will be based on whether returning the employee to his or her job would place the children at risk. If the employee continues on employment, a warning letter will be given/sent to him or her and a copy placed in the employee's file. The employee should then sign the letter acknowledging receipt.

5. Any further incident would result in immediate suspension, followed by an emergency meeting with the employee and the Supervisor/ Director. The Supervisor/ Director will attempt to get clarification and meet with the employee as quickly as possible in order to take appropriate measures.
6. If the employee is observed using prohibited practices that contravene the *Child Care and Early Years Act*, the observer (whether parent or Employees) will report the incident immediately to the Supervisor/ Director. The Supervisor/Executive Director will attempt to get clarification and meet with the employee as quickly as possible in order to take appropriate measures.
7. The Supervisor/ Director has to be satisfied that this is an isolated incident. However, if he or she hears about one or more incidents, he or she will follow steps 3, 4, 5 except the meeting would be with the Owner(s) and the employee.
8. Documentation will be kept and filed at each step.

MEASURES USED TO DEAL WITH CONTRAVENTION OF POLICIES AND PRACTICES

Any reports involving breach of the above prohibited practices are taken seriously and will be dealt with by management. Individuals who violate the Prohibited Practices & Positive Interactions Policy and Procedures are subject to disciplinary or corrective action up to and including termination of employment, volunteer or student placement. BKC Child Care reserves the right to terminate employment based on multiple accusations and incidents brought forth by Parent(s) and/or employees.

BKC Child Care understands and complies with all established guidelines for reporting to the Ministry of Education, Regional/ Municipal children's services, child protection agencies (Children's Aid), college of ECE and professional colleagues.

REFERENCES

How does Learning Happen? Ontario's Pedagogy for the Early Years:

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

Think, Feel, Act: Lessons from Research about Young Children:

<https://www.edu.gov.on.ca/childcare/ResearchBriefs.pdf>

Think, Feel, Act Videos: <http://www.edu.gov.on.ca/childcare/research.html>

Child Care and Early Years Act, 2014, S.O. 2014, c. 11, Sched. 1:

<https://www.ontario.ca/laws/statute/14c11>

