
George Brown College Lab Childcare Centre



Family Manual

Revised: June 2023



George Brown College is located on the traditional territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time. We are grateful to share this land as treaty people who learn, work and live in the community with each other.

Equity Statement

The Early Childhood programs have been working to align our curriculum, our program philosophy and our practices to the much needed focus on anti-racism, equity, inclusion and social justice.

Our college strategy includes the following:

“George Brown College is committed to the elimination of systemic racism. It will critically analyze its programs, practices, policies and processes with a view to ensuring they reflect the strongest possible commitment to diversity, equity and inclusion.”

Our work in the Lab Schools is aligned to the following statements from our Provincial Early Years Framework:

All children have a right to live and learn in an equitable society. Early Childhood settings can plan for meaningful engagement and equitable outcomes for all children. Early childhood settings must encourage healthy dialogue about the principles and shared beliefs that relate to inclusion, diversity, and equity. (How Does Learning Happen pg. 5)

These principles and commitments are also outlined in the statement released from the College of Early Childhood Educators.

The College of Early Childhood Educators (College) recognizes the historical and ongoing harm caused by racism, both systemic and overt, against Black people, Indigenous people and People of Colour in Canada and around the globe. We firmly believe that all people and all racial groups deserve equity in all areas, including social, economic, and political. Change is necessary to eliminate existing racial inequities, and education plays a critical role in driving that change. We are committed to embedding anti-racism into all of our work.”

To that end, all the educators and staff at the centres have been engaging in workshops, seminars and other professional development activities so that we continue to engage in culturally responsive and reflective anti-racist pedagogy and to help shape our curriculum and our practices in all of the Lab School Centres.

We are proud of the work that is already underway by our staff teams and look forward to engaging with you as we travel this road together.

General Information

All of our Centres were developed in partnerships with government, corporations, school boards and community groups. The Centres are Staffed by George Brown College Staff and are used extensively as training centres for George Brown College Early Childhood Education students in diploma, degree and certificate programs. All Early Childhood Educators are Registered Members of the College of Early Childhood Educators. George Brown College takes pride in the leadership role it has established in the area of high quality workplace childcare, its commitment to the community, and in the field of Early Childhood Education.

Accommodation and Fees

Fees example for Nelson Mandela childcare which accommodates a total of 151 children.

Numbers	Group	Age	Base Fees	Current Fees	Staff
10	Infants	6 weeks - 18 months	\$ 103.00/day	\$ 48.67/day	4
25	Toddlers	18 months - 2 1/2 years	\$ 84.50/day	\$ 39.93/day	5
32	Preschool	2 1/2 years –5 years	\$ 64/day	\$ 30.24/day	4
52	Kindergarten – Before and After School program	4-5 years (Jr. & Sr. Kindergarten)	Before School only \$ 20.40 After school only \$ 28.56 Before & After school \$ 38.76 Full Day (i.e. PA Days, March break & Summer) \$ 61.20	Before School only \$ 12.00 After school only \$ 13.49 Before & After school \$ 18.31 Full Day (i.e. PA Days, March break & Summer) \$ 28.92	4
60	School Age	6-10 years	Before School only \$ 15.00 After school only \$ 26.52 Before & After school \$ 29.58 Full Day (i.e. PA Days, March break, December break & Summer) \$ 41.62	Before School only \$ 15.00 After school only \$ 26.52 Before & After school \$ 29.58 Full Day (i.e. PA Days, March break, December break & Summer) \$ 41.62	4

Canada Wide Early Learning Child Care Funding (CWELCC)

The Childcare center's in the School of Early childhood have applied for and have been approved for the CWELCC program.

All of our lab schools will follow the guidelines from Toronto Children's Services in the implementation of the CWELCC plan. As such, the fees are inclusive of all of our services. Therefore, we do not charge any additional fees for extracurricular activities or transportation, etc.

Children under the age of 6 are eligible for the fee reduction.

** In 2022 a fee reduction of up to 25% (to a minimum of \$12.00/day) for eligible children was implemented, retroactive to April 1, 2022. The fees indicated include this reduction.

** In 2023 an additional reduction up to 52.75% of our base fees will be applied.

** In 2025-2026 we will be working towards an average fee of \$10.00/day for eligible children by the end of the 2025-2026 fiscal year (as implemented by Toronto Children's Services)

Withdrawal

Written notice of withdrawal must be received by the Manager one month prior to the child's last day. In lieu of the notice, a fee for one month will be charged.

Fee Policy

We have a purchase of service agreement with Toronto Children's Services, which allows us to accept those families that qualify for subsidy. In order to confirm registration, families will be expected to pay a registration fee of

\$ 200.00 which will be credited to the last month's fees. childcares fees are set annually and are paid on a monthly basis. Fees are processed monthly payable by, MasterCard/VISA or Direct Debit. Statements will be placed on each child's clipboard TWICE A YEAR.

Families are charged for all days regardless of whether the child is in attendance.

Hours of Operation

The Centre operates Monday to Friday from 8:00 a.m. to 5:30 p.m. The Centre is closed on all statutory holidays, Good Friday and Easter Monday, the Friday before Labour Day weekend and the week between Christmas and New Year's.

We request that you respect our opening and closing times. After 5:30 p.m. families will be charged a late fee..

Location and Accessibility

If you are a family living in Toronto, you know how important it is to have access to high quality child care. As part of our early education career training, George Brown operates 12 innovative child care centres in a variety of facilities across Toronto.

Staffed by fully trained early childhood educators, the child care centres play an important role as lab schools, helping students develop their skills, and as crucial sources of high quality daycare for you and your child.

Staff

Staffing at the Centre includes fully trained Early Childhood Educators and Early Childhood Assistants, food handler, Manager and a Resource Consultant is available. All Staff (with the exception of the Manager) are members of the bargaining unit of OPSEU.

Accountability

The George Brown college Staff review and sign off on all policies and procedures sited above on an annual basis.

Positive Relationships/Environments

Our philosophy is that we believe that positive reinforcement and encouragement are the most effective means of helping children learn positive behaviours. By recognizing and encouraging personal choice and by allowing the child control over his/her environment, we encourage the child to express feelings and opinions. We provide opportunities for the child to see different perspectives and to see the validity of alternate points of view and to abide gracefully by the limits created by mutual consent. We lead by example, by being courteous, and by developing warm and friendly relationships with the children.

Code of Conduct and Conflict Resolution Policy/Parent Issues and Concerns Policy

George Brown Lab Childcare Centres are “FRIENDLY ZONES” in which all members and Staff collectively agrees to communicate and act in a manner that emphasizes mutual respect, fairness and equality. Individual needs and differences are recognized as being part of the collective process, and all members and Staff are required to seek out clear and reasonable ways of addressing concerns.

George Brown College Lab childcare Centres will not tolerate incidents of expressed bias, discrimination, prejudice or harassment. George Brown College Lab childcare Centres will act to eliminate all forms of discrimination and bias on the part of Staff, students, children and families using the centre.

Individuals are expected to abide by the Code of Conduct and verbal, physical and gestural aggressions are not permitted on the premises.

Process

The policy is included in the parent package, all members and Staff is required to sign a Code of Conduct Agreement and to familiarize themselves with the terms of the agreement. The Lab childcare Centre Manager is available to answer questions and to act as a liaison between families and the Management Team. George Brown College maintains the right to have final input with regard to decisions for those stakeholders who fail to abide by the Code of Conduct.

Parent Issues and Concerns Policy and Procedures

The purpose of this policy is to provide a transparent process for families/guardians, the ChildCare licensee and Staff to use when families/guardians bring forward issues/concerns.

Families/guardians are encouraged to take an active role in our Lab ChildCare 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, families/guardians, ChildCare providers and Staff, and foster the engagement of and ongoing communication with families/guardians about the program and their children. Our Staff are available to engage families/guardians in conversations and support a positive experience during every interaction.

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

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

An initial response to an issue or concern will be provided to families/guardians within 10 (ten) business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

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

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom Staff directly <p>or</p> <p>the Manager or licensee.</p>	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - Arrange for a meeting with the parent/guardian within 10 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. - 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 10 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. - Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
<p>General, Centre- or Operations-Related</p> <p>E.g: ChildCare fees, hours of operation, Staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to the Manager or licensee.</p>	<p>See steps outlined above.</p>

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the individual directly or - the Manager or licensee. <p>All issues or concerns about the conduct of Staff, duty families, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as families/guardians become aware of the situation.</p>	See steps outlined above.
Student- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the Staff responsible for supervising the volunteer or student or - the Manager and/or licensee. - <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as families/guardians become aware of the situation.</p>	See steps outlined above.

Escalation of Issues or Concerns: Where families/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Director of The School of Early Childhood, George Brown College.

Issues/concerns related to compliance with requirements set out in the *ChildCare and Early Years Act., 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education’s ChildCare 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.

Prohibited Practices

Staff, volunteer or students in educational placement are prohibited from the following: (under the regulations from the childcare and Early Years Act, 2014)

- 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 highchair, 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 Lab childcare 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.

George Brown College’s Lab School Philosophy

Children require environments that respect who they are and who they are becoming.

“COMPETENT, CAPABLE, CURIOUS, AND RICH IN POTENTIAL.”

GBC/Lab childcare Centres achieve this by designing programs that plan for each child’s individuality while providing opportunities to develop the skills necessary to adapt and thrive. We balance the needs of the individual and the group.

We integrate current research, theory and practice, knowledge of children, families and community, and recent studies of health and well-being to create programs.

The principals in the document **How Does Learning Happen?: Ontario’s Pedagogy for the Learning Years** serves as a guide to inform our program and is incorporated into ongoing discussions with Staff, families and other key stakeholders as a means to inform our practice and our program development. Our program is informed by the four foundational conditions outlined in the Ministry document that are important for children to grow and flourish: **Belonging, Well-Being; Engagement and Expression**. These foundations or “ways of being” are threaded through all aspects all aspects of the program and underpin our goals for children and

expectations for the program. Our program statement is reviewed annually by the program team, the faculty and the Program Advisory Committee.

The principal that children are respected as **“being competent, capable, curious and rich in potential”** is foundational in our practice. Each child develops in a unified process. Since all elements of development are of equal importance, our programs facilitate social, emotional, intellectual, language and physical skill development. **We provide inclusive childcare** that reflects a belief that all children belong together as a whole group, with the appropriate supports required for success. **We foster each child’s sense of belonging** between themselves, other children, adults and the world around them.

A safe, healthy environment is fundamental to all program activity. Children are supported to interact and communicate in a positive way and we foster their ability to self-regulate. Guidance in each program involves setting clear limits that protect children from harm and to teach acceptable behavior. Appropriate guidance supports the child to feel secure enough to reach out and learn. Necessary limits are individualized and are balanced with admiration for children’s achievements and strengths. We use consistent daily routines that supply predictability that helps a child learn what to expect from the world and feel confident to explore it.

To establish security while in childcare, early childhood professionals respond to child’s needs and signals in positive way. Relationships that provide security lead to higher self-esteem and confidence, greater willingness to explore, better control over emotions, and greater problem solving ability. Programs balance achievable challenges in a secure environment.

We value and respect the **early learning and development that takes place in the context of families and communities establishing pathways for lifelong learning, behavior and health**. Because we recognize the primary importance of families in the lives of children, we act to support each child’s attachments to their family. Each child’s family is recognized as the most important influence in the child’s growth and development. Identity and family culture are valued. Respect and openness are promoted through appreciation for family values and we know that our relationships with children must create a continuity of care with home. **Our program planning documents and supports building connections and partnerships with both home and family life as well as the community**. We avoid preconceived notions create barriers that reduce families’ engagement and equitable outcomes.

Our program uses an Emergent Curriculum approach in which environments and experiences are designed to engage children in active, creative and meaningful exploration, play and inquiry. In play, children’s curiosity and joy ensures that ideas and skills become meaningful. Play is the basis of our curriculum because it provides many opportunities for interacting with others and exploring the world while problem-solving, seeing patterns, making predictions, testing them and evaluating the results. Play motivates children’s attention and offers challenges that are within the child’s capacity to master. Curriculum is planned based on observation of children’s skills, developments and interests. Educators share in the joy of each child’s achievements. This promotes confidence and helps to integrate learning. In play, they are learning about the social world and the world of things. In their play children hear and use language. They practice emerging number and literacy skills. Programs are planned to ensure that activities and experiences are balanced and are interspersed into the flow of the program day with the provision of periods for children to renew, refresh and re-energize themselves with appropriate nutrition breaks, rest periods and opportunities to address personal hygiene needs.

It is in this high quality program experience that children think, express feelings, define what is fair, build physical strength, and interact with peers and adults. Children cope with ups and downs and recover from distress, learning strategies for self-regulation. They develop a sense of self and belonging. All these build competent, flexible adaptation that nurtures children through change and stability in their lives.

Continuity of learning is essential to GBC curriculum so we build on families’ unique knowledge of their children and support reciprocal home and centre learning. At GBC Lab childcare Centres we create communities that

promote learning, development and recognize that is happens with in the context of relationships among children, families, and educators.

Our **Lab School Programs** are informed by the research and theory of our College classrooms. We value the knowledge and experience of our qualified Staff as well as the commitment and willingness to learn that our faculty and student educators bring to the program. **Staff is committed to reflective practice, collaborative inquiry, and continuous learning** and to that end these activities are supported via a variety of professional learning opportunities throughout the year.

PLAY IS A MEANS TO EARLY LEARNING THAT CAPITALIZES ON CHILDREN'S NATURAL CURIOSITY AND EXUBERANCE.

*“The developmental literature is clear: play stimulates physical, social, emotional and cognitive development in the early years. Children need time, space, materials and the support of informed families and thoughtful, skilled Early Childhood Educators in order to become master players. They need time to play for the sake of playing”.*¹

Pedagogy is about how learning takes place. Play is child-centered activity that engages a young child and promotes learning.²

Play is how children make sense of the world and is an effective method of learning for young children. Ideas and skills become meaningful; tools for learning are practiced; and concepts are understood.

Play engages children’s attention when it offers a challenge that is within the child’s capacity to master. Early Childhood settings that value children’s play create a “climate of delight” that honours childhood (EFTO 1999). Effective settings take advantage of play and embed opportunities for learning in the physical environment and play activities.

Children who thrive in primary school and whose pathways are set for later academic success are those who enter Grade 1 with strong oral communication skills are confident, able to make friends, are persistent and creative in completing tasks and solving problems and excited to learn.³ These are the same qualities that children strengthen through high quality play during their early years.

Quotes from ELECT (Early Learning for Every Child Today- January 2007)

Program Statement

Program Statement (please see attached addendum).

Our centre has a program statement that is consistent with the Minister's policy statement on programming and pedagogy referred to in *How Does Learning Happen?* The program statement reflects the view of the child as being competent, capable, curious and rich in potential. Our program statement describes the goals that guide our program for children and the approaches that will be implemented in the program.

Policy on the Implementation of the Program Statement

- promoting the health, safety and nutrition and well-being of the children
- encouraging the children to interact and communicate in a positive way and support their ability to self-regulate
- fostering the children's exploration, play and inquiry
- providing child-initiated and adult-supported experiences
- planning for and creating a positive learning environments and experiences in which each child's learning and development will be supported
- incorporating indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving ChildCare
- fostering the engagement of and ongoing communication with families about the program and their children
- involving local community partners and allow those partners to support the children, their families and Staff
- supporting Staff or others who interact with the children at a Lab ChildCare Centre in relation to continued professional learning and documenting and review the impact of the strategies on the children and their families
- Staff, students and volunteers are required to implement the approaches outlined in the program statement when they are applicable.
- It is expected that the approaches used by educators for key elements of the program be implemented on an on-going basis e.g. interacting with a child in a positive and responsive manner
- Our program uses pedagogical documentation to illustrate how the approaches are being implemented into the program. This will provide evidence that the approaches in the program statement are being implemented when they cannot be observed e.g. learning stories, On-Line Documentation Resource
- Our program statement outlines specific strategies for implementation all goals areas and program expectations
- Our daily practices, program plans and playroom environments are aligned to the Program Statement and serve as evidence of implementation

Our program statement is aligned with the municipal quality assurance mechanisms/measures from Toronto Children's Services and How Does Learning Happen (HDLH).

Inclusion

George Brown is an organization that appreciates diversity and practices inclusion. George Brown Staff, students and families come from all countries of the world; they speak many languages, practice many faiths, face many challenges, and live alternative lifestyles.

A George Brown Resource Consultant funded by the Ministry of Education is available to all of our centres for children and family consultation. Our philosophy at the Centre for Early Childhood Development is one of inclusion of all children regardless of abilities, strength or challenges.

Guiding Principles

George Brown College Lab childcare Centres, in partnership with their host facilities and the community, promote equitable access to high quality care for all children and support for their families. George Brown College Lab childcare Centres are committed to supporting children's development, responding to families' needs and choices and respecting the diversity of our communities.

Policy Statement

We believe that all children must be recognized for their abilities and talents and all must be given equal opportunities to learn and play; and encouraged to develop and grow alongside their peers.

We recognize that all human beings need "special supports" from time to time. The need of a child for extra support must never be used as a reason to exclude them from participating and contributing.

Children require environments that respect who they are and who they are becoming. GBC Lab ChildCare Centres achieve this: by designing programs that plan for each child's individuality while providing opportunities to develop the skills necessary to adapt and thrive. We balance the needs of the individual and the group. We integrate current research and theory, knowledge of children, families, community, and recent studies on health and well-being to create our programs. Each child develops in a unique process. Our programs facilitate social, emotional, intellectual and physical skill development. Each child's identity and family culture is valued. We promote respect and openness through the avoidance of bias and appreciation for family values.

Inclusive childcare reflects a belief that all children belong together, as a whole group, with the appropriate supports required for success. It also:

- Supports all children to reach their full potential
- Builds partnerships with families and communities to address the needs of each child as a unique individual
- Supports the view that all people, including children with special needs, hold rights and responsibilities as equal and essential members of the community.
- Reduces physical barriers wherever possible.
- Promotes strong leadership through Staff training
- Ensures that admission practices are equitable.

Children with Special Needs

Special Needs is defined as: children who, due to emotional, familial, physical, behavioural, developmental, cognitive, communicative or emotional factors, are at risk of not maximizing their potential. Special needs encompass children who require support and assistance with daily living, whether formally diagnosed or not, and whether a diagnosis is sort or long-term in nature (OMSSA definition)

Inclusion is defined as: coming from the meaning of "to include" which means "to hold, to embrace, to involve, counting among". For children it means to be meaningfully involved with families, friends and neighbors and to have opportunities to learn, play and interact with other children and their community.

Procedures

Human Resources

- George Brown College follows a hiring process which supports the centre's inclusion/Access and Equity Policy
- All Staff understand and sign off, indicating their agreement to support inclusive practices as outlined in our Inclusion/ Equity and Access Policy on an annual basis.

Training

- All Staff, upon hire, receives an orientation to George Brown College's Equity and Access Policy and is given many opportunities to attend special-needs-focused training opportunities.

Programming

- George Brown College Lab childcare Centres are founded on the principles and practices of an Emergent Curriculum. Staff observes children in action, document their observations and analyze the observations in order to isolate developmental areas to address. Programs are focused on the development of the individual within the group.
- Programming is flexible and adaptive to the needs of the individual child. Staff is encouraged to prepare teacher-made materials in order to address specific issues.
- Program adaptations are reviewed with the families, the George Brown College Resource Consultant, involved Staff members and support agencies.

Confidentiality

- Documentation of consent to share information will be kept on-site in the child's file.

Partnerships

- The centre will foster partnerships by working collaboratively with families and community supports in order to meet the needs of all children.

Admission/Registration

- All admission applications are processed in a fair and equitable manner.
- Admission procedures are followed for all families, including sharing information on the Access and Equity Policy, Prohibited Practices Policies and Procedures, Philosophy, Program Statement, Withdrawal Procedure, CAS reporting and any other related policies as required by our licensing Ministry.

Transitions

- The George Brown College Transition procedure is designed to be flexible and support the specific needs of each child, their families and to begin the development of a strong partnership between all those adults involved with the development of the child.

Exclusion

George Brown College Lab childcare Centres are “Friendly Zones” in which all Staff members and families collectively agree to communicate and act in a manner that emphasizes mutual respect, fairness and equality. Individual needs and differences are recognized as being part of this collective process, Staff members and families are required to seek out clear and reasonable ways of addressing concerns.

George Brown College Lab childcare Centres will not tolerate incidents of expressed bias, discrimination, prejudice or harassment. George Brown College Lab childcare Centres will act to eliminate all forms of discrimination and bias on the part of Staff, students, children and families using the centre.

Individuals are expected to abide by The Code of Conduct Policy; and verbal, physical and gestures of aggression are NOT PERMITTED.

Admission Policy (Enrolling In the Centre) and Wait List

The Centre is a community based program for families, George Brown College Staff and students. Each centre maintains a wait list. Families apply to be on the wait list via either on-line wait list form, phone call or completion of the form onsite. The online wait list is on George Brown College’s secure server and therefore confidential. The hard copies of the wait list forms are kept in a binder in a secured location in the centre’s office. Parent inquiries to their position on the wait list are responded to in a confidential manner by the manager (e.g. Manager points to the wait list binder indicates and says “there are 10 families ahead of you”).

Each wait list form identifies the priority for placement in the centre. Priority order is given to families as follows:

- Employment/student at George Brown College
- Community needs.
- Date of application.
- Age of the child (to maintain varied age levels).
- Siblings in the centre.
- Emergencies (families in distress).

We have a Purchase of Service Agreement with Toronto Children’s Services, which allows us to accept families that qualify for subsidy. .

Qualified families are on both the Toronto Children’s Services waiting list and on the centre wait list. The order of placement from the subsidy wait list is as defined above.

Funding for childcare can be subsidized or if families do not qualify for subsidy they will assume the obligations of paying full fee. If a family is granted subsidy, fees are guaranteed by the City of Toronto. For full fee paying families, a \$200.00 confirmation deposit is charged prior to admission that will be credited to the last month fees.

We have a Purchase of Service Agreement with Toronto Children's Services, which allows us to accept families that qualify for subsidy.

Qualified families are on both the Toronto Children's Services waiting list and on the centre wait list. The order of placement from the subsidy wait list is as defined above.

We do not charge registration fees for putting interested applicants names on the waiting list.

The waiting list policy is reviewed with and signed off by Staff, volunteers and students.

The School of Early Childhood with support of senior leadership at George Brown College has approved the offering of 1 space within our lab school system to a family experiencing trauma, refugee status or due to other humanitarian circumstances.

Withdrawal Policy and Procedures

Continuity of Care Policy and Procedures

Purpose

To describe policy and procedures established by George Brown College regarding continuity of care followed by the Supervisor or Designate in managing the centre enrollment (Move up of children based on age when spaces open due to withdrawal of children if centre full or movement of children to next age group if spaces available)

Policy Details:

Upon admission, families are provided with a Family Manual that explains that moving up from one age group to another is based on the childcare and Early Years Act. 2014. Age categories cannot be guaranteed and is contingent on availability of space within the program.

In the event that school age space is limited, it may be necessary for the oldest children to be given notice of withdrawal. Specific procedures for the school age group are outlined in the School Age Enrollment and Withdrawal Procedure.

Procedures:

Managers are aware of the enrollment patterns and current enrollment status within their centre at all times.

Upon admission:

- Upon admission of children the Manager /Designate has looked at the date of birth and has determined that a space in the appropriate age group is vacant prior to offering the space. Managers should review the child's birth date prior to admission and calculate if there is a distinct or less likely possibility of there not being space for the child to move upon attainment of transition age and should consult with the parent-guardian prior to admission. In the case that there is no possibility for overage enrollment, the child may be required to move out of the centre. This allows families/guardians to make informed decisions as to whether they would like to place their child in the centre or to look for alternative arrangements.

To ensure smooth transitions Managers will:

- Monitor dates for impending program flips to the next age groups for children enrolled
- Determine if a child currently enrolled in the centre will require space in the next age group where a vacancy exists prior to accepting a new admission.
- Based on projections, determine availability of space in the next age group at the time of impending program flips for children in younger age group. The manager will consider whether overage or underage enrollment is possible.
- Provide notification to families of impending transition or situation of not having space to offer in the next age group a minimum of a month prior to the transition date.
- Offer alternative care arrangements such as Home childcare or other programs in the area that may have spaces available for the child being displaced.
- Offer assistance to family by providing maps of wards to the areas in which they have an interest and, if the family receives subsidy, refer them to their caseworker to explore vacancies in alternative agencies and to place their child's name on the waitlist for a transfer to an appropriate centre.

Overage/Underage Approvals

In childcare, transitions to the next age group occur when there are vacancies, and that is most likely to happen during the summer months.

Underage circumstances

Managers may need to move children up to the next age group when they are technically underage based on vacancies in the next age group. When a child is moved up but is underage, the following needs to be considered:

Ensure the underage limit of 20% is in place (Childcare and Early Years Act 2014)

Families are consulted about the transition to the next age group.

Children receiving subsidy must have transition approved by their subsidy caseworker.

Overage circumstances

When children become overage for the room in which they are enrolled, the Manager will do the following:

We inform the family when it becomes apparent that there is no space/vacancy in the next age group and that their child will remain in the existing playroom until that space is available. Educators will plan curriculum and play experiences that will be geared to the needs of the "overage" child/ren.

Allow children who are overage to participate in activities with their own age group, ensuring no room exceeds licensed capacity.

Managers and playroom educators will invite overage children to visit the next age group to participate in activities whenever possible. (For example, should a child be on vacation a child may visit)

In situations where the family does not want their child to remain with the younger age group, the manager will discuss future placement options. The manager will offer assistance by providing maps of wards in the area of

interest to the family and if they are receiving subsidy, refer families to their caseworker for vacancy information and to place their child's name on the waiting list for transfer.

Managing Large Groups of Children Who Are Overage

At certain points within the year a Childcare Centre may have a large group of children who need to move into the next age group. Managers will do the following to manage the situation:

- Prior to the projected "crunch" period, issue a survey to the families to determine their future childcare needs and possible changes in enrollment

Managers must inform families of children who don't have a corresponding space to transition into the next age group. Families receiving subsidy should be advised of the priority transfer process to ensure their alternative placement choices are secured.

For Families Receiving Subsidy

- Contact subsidy intake to request information on availability of space in other programs in the area.
- Discuss the facilitation of transfer requests with the subsidy caseworker. Discuss the current and projected enrollment status and the plan you have devised to resolve the situation with your City consultant.
- Confirm how long the overage children could remain in the program without receiving a transfer and possibly when the children are required to transfer out of the centre.
- Inform the families of the current situation (no available space to the next age group) and inform them of the length of time granted for overage approval.

For All Families

Advise them of the process to manage the overage situation:

- Ensuring the children's developmental needs are met.
- Discuss the potential result if overage approval is declined by subsidy office.
- Offer information to the families as to alternative childcare options available in their area.
- Advise the family if the child will not be able to remain in the program and issue a letter to that effect.
- If a child remains in the younger age group for more than 3 months, the fees will be adjusted to the next age group's fees.

Managing Children who are Aging Out of a Program

Children are required to leave a program when they age out of the centre. Most children will leave at the end of the school year. Families should be reminded at the beginning of March if their child is aging out of the program by the end of the school year. Managers should institute discussions with all families for aging out children to offer them support if they need to locate another program or to offer support for the upcoming transition.

Managers should discuss their enrollment needs with the City consultant and look at the Mixed Age option (if it is an option noted on your License) to determine if it will resolve enrollment issues. The decision to go to Mixed Grouping must be made in consultation with the City consultant.

Withdrawal Procedures for Other Reasons

George Brown College strives to provide safe and nurturing environments for all children in our care and is committed to ensuring that individual and group needs are responded to and provided for, in partnership with families. When there are issues of concern expressed by either the Staff or family, the Manager and parent(s) will meet as needed to develop strategies, services and supports in response to the child and family needs. In cases where George Brown College is unable to accommodate the requests/needs of the family as limited by the available Staff, physical and material resources, the following procedures will be taken:

- The Manager will document all verbal and written communication with the parent(s) and program Staff indicating the date, actions and strategies put in place to resolve the concern(s). If applicable, see Special Needs Policy.
- The Manager will make the final decision in consultation with the Director of E.C.D. Department
- The Children's Services Consultant will receive written notification from the Manager that the child has withdrawn or been denied service with rationale and actions.
- The family will be provided with 4 weeks written notice to find alternate care, unless the behaviour/situation threatens the immediate safety of either the children or Staff in the centre
- The Manager will provide the family with referrals and will ensure that special needs resources and other outside agency support have been exhausted prior to notice of withdrawal.

Reviewed June 2023

Student Involvement

The Centre for Early Childhood Education at George Brown College provides a lab school experience for the students of the Early Childhood Education and childcare Assistant programs. Our Centre provides a valuable work experience for the student Educators who contribute their many talents and resources. The students are in the Centre for a seven week block placement or two days a week for fourteen weeks.

To support the students training experience, videos and the taking of photographs may be used for educational purposes only. The Staff may also photograph children so that the pictures can be displayed in the centre as a way of documenting their learning in concrete ways as a Learning Story.

Student , Volunteer Supervision

In order to support the safety and well-being of children in licensed Lab childcare Centres and provide direction regarding the supervision of placement students and volunteers, every child in attendance at a George Brown Lab School must be supervised by an adult at all times. Only Staff of George Brown College Lab childcare Centres ECE Staff are qualified, Registered Early Childhood Educators (RECE) possessing the required experience to support and mentor students and volunteers.

Placement students and volunteers may not be counted in the Staffing ratios and are supervised by a Staff at all times and not permitted to be alone with a child at any time.

The policies are reviewed with all Staff at the commencement of their employment and annually afterwards and is reviewed with students or volunteers at the commencement of their placement.

Introduction to childcare

The following is a list of the articles (labeled) that you will need to bring for your child:

- Two changes of indoor clothing
- A blanket and or a cuddly toy for sleep time.
- Appropriate outdoor clothing (at least two changes)
- Formula, Pablum, and baby food (if required)
- Diapers and wipes (if required)

Clothing

Please label all clothing and other articles clearly with your child's name. All children have a bin where a change of clothing, diapers, and other personal articles can be kept. Cubbies are also provided for the children's personal belongings. The Centre cannot be held responsible for lost items. The children go outside every day and appropriate clothing must be provided.

Paint is smooth and goeey, finger-paint is thick and squishy, clay is mucky, glue is sticky and drippy!!! Please remember to send your children in "work clothes" so he/she can concentrate on projects and not be concerned with trying to stay clean. Wet or soiled clothing will be placed in a plastic bag in your child's cubby to be taken home to be washed.

Transition Week

To support a secure adjustment to the centre for you and your child we recommend the following transition schedule:

- The first day we require that a parent, grandparent or someone that the child knows well stay with the child for the morning;
- The second day should follow this format and include lunch;
- Wednesday includes a naptime;
- Thursday and Friday may be regular childcare days depending on the individual child's first week so that the transition from home to childcare can be smooth as possible.

It is important that when you do leave that you say good-bye and the Staff will assist you at departure time.

The Childcare Day

The Staff and the manager develop program goals for every child. Daily schedules and weekly programs are posted in each playroom. Individual Continuums of Development are maintained and updated for each child by the educators in partnership with families.

Infants:

The Infant program reflects the wide variance in development during the first year and a half of life. When young babies enter group care, their day is based on the child's own biological schedule. Activities and experiences are planned on an individual and small group basis that allows infants to freely explore and manipulate their environment. These include quiet, comfort, active, sensory and a communication and language areas. This enables the educators to plan activities based on the individual child's needs. Infants go outside daily (walks, playgrounds, weather permitting).

Toddlers:

Children are encouraged to participate in various activities that are set up in the room: areas include quiet, active, art and sensory, building and pretend play. Children play outside or go on walking excursions for one hour in the morning and one hour in the afternoon (weather permitting). In the event of inclement weather, activities are set up in the indoor active area.

Toddler children may be expressing an interest in toilet learning and are encouraged to be independent of their toileting needs.

Sleep time is from approximately 12:00 p.m. to 2:00 p.m. However, children not needing a long sleep are encouraged to look at books or invited to participate in quieter activities,

At group time children are introduced to songs, games, stories, and other language activities.

Preschoolers, Kindergarten, Before & After School Program & School Age Program:

The Preschool, Kindergarten, and School Age programs are organized around a variety of Learning Centres. A "learning centre" is an area in the classroom, which contains a collection of activities, and materials to

introduce, teach, reinforce or enrich a skill or a concept. These centres may include quiet, book and story, emergent literacy, art, block and construction, dramatic play, inquiry and science and a computer centre.

The program revolves around a combination key developmental area and the children's emerging skills and interests. This allows us to integrate the children's interest within the learning centre and provides a main focus that can be related to all aspects of developmental teaching.

Age Specific Programming

George Brown College Lab School Centre's provide separate active/indoor play times and outdoor times for infants and toddlers through a number of environmental and programming strategies. Within programs offering a mixed age grouping, planning for separation continues to hold true. This is achieved by the following practices:

- The George Brown College Lab School Philosophy recognizes that children learn best when strong relationships are formed between adult and child and those small groups provide the best opportunities for this bonding, Children within each age grouping are split into smaller groups during active play periods. This allows for children to explore the environment and pursue active learning within the safety of a small group of children of a homogenous age and developmental level.
- George Brown College Lab Schools follow an Emergent Curriculum model in which educator plan and implement curriculum that is based on their observations and interpretations of individual children at play. This practice accommodates children at all age and developmental levels.
- Children who are unable to walk or are too young to use the playground effectively for longer periods are taken into the community for walks in strollers. This allows for the youngest groups of children to have the opportunity for fresh air in a safe and age appropriate manner.
- Infants are provided with cribs for rest or sleep periods. Upon introducing children to cots, families are approached to sign informed consent forms authorizing this transition.
- Children are served lunch and snacks in a manner that provides opportunities to develop self-help skills. Infants are served in a variety of infant chairs that accommodate their developmental levels. Children who sit at tables are grouped according to age and ability to serve themselves in order to allow educators to support individual needs.

George Brown College Lab Schools offer an individualized approach to childcare delivery that is designed to meet the needs of all the children involved in their programs. This is reflected in our commitment to offering children a program and environment that is tailored to their individual needs.

Quiet Time

Each centre will provide a sleep mat on a carpeted surface for children requiring a rest period or quiet time with parental permission on non-instructional days.

Sleep Supervision Policy

Infants:

When infants are in the sleep room, Staff are able to visually monitor the sleeping children and conduct physical checks regularly (**in 20 minute intervals**). Centre Staff must advise families of children under 12

months of age of our responsibility under regulations of the Ministry of Education to supervise sleep. All requirements around sleep are included in the Parent Manual. The early Staff turn on the video monitor (where applicable) in the morning to verify that it is operational and sign off on the daily attendance they have done so. The infant room has a system to quickly identify who is in the sleep room/area. A white board with each child's name and crib location is recorded when the child is in the sleep room and removed when they come out.

Families will be consulted about child's sleep habits upon entry to the centre and upon each room transition (and at any other time they wish to discuss changes to sleep patterns).

Families are given access to a copy of Canadian Pediatric Society, "Joint Statement on Safe Sleep." Children under 12 months of age are placed to sleep in a manner consistent with recommendations set out in the "Joint Statement on Safe Sleep." (http://www.phac-aspc.gc.ca/hp-ps/dca-dea/stages-etapes/childhood-enfance_0-2/sids/jsss-ecss-eng.php)

Written recommendation from a doctor is required if a parent requests their child be placed in the crib in a position other than on their back.

Infants 15 months old may be assigned a cot with written approval from families.

Families will be consulted regarding children's sleep arrangements and preference and these individual preferences will be posted in the sleep area. Staff will share observations of any significant changes in a child's sleep patterns or behaviour during sleep with the families.

Infants are placed in cribs for sleep. Strollers, feeding chair and rocker chairs are not intended for infant sleep. Once a child falls asleep, the child is moved to the crib.

Sleep Room Environment: The lighting in the sleep room must allow for visual monitoring and documentation. Lights can be dimmed but Staff must be able to see children clearly. All infants are provided with individual cribs. Staff will observe any significant changes in sleep patterns or any concerning behaviours and discuss with families and make changes as necessary.

Monitor breathing by observing any of the following:

- Regular rise and fall of chest
- The sound of inhaling and exhaling
- The feel of breath on the back of hand

Monitor Body temperature by any of the following:

- Flushed cheeks
- Sweat
- Shivering
- Touching forehead or temple for atypical body heat

Physical checks will be documented on the sleep monitoring recording sheet.

- If Staff observe any anomalies they will remove the child from the sleep room and conduct a more thorough check and follow the outlined Health Policies.

Toddler/Preschool:

Families will be consulted regarding children's sleep arrangements and preference and these individual preferences will be posted in the sleep area. Staff will share observations of any significant changes in a child's sleep patterns or behaviour during sleep with the families.

Sleep Room Environment: The lighting in the sleep room must allow for visual monitoring and documentation that is located on the Staff verification sheet (**in 20 minute intervals**). Lights can be dimmed but Staff must be able to see children clearly. Each child is provided with an individual cot. Staff will observe and document any significant changes in sleep patterns or any concerning behaviours and discuss with families and make changes as necessary.

Monitor breathing by observing any of the following:

- Regular rise and fall of chest
- The sound of inhaling and exhaling
- The feel of breath on the back of hand

Monitor Body temperature by any of the following:

- Flushed cheeks
- Sweat
- Shivering
- Touching forehead or temple for atypical body heat

Physical checks will be documented on the sleep monitoring recording sheet.

- If Staff observe any anomalies they will remove the child from the sleep area and conduct a more thorough check and follow the outlined Health Policies.

Curriculum Centres

Creative Centre

We recognize the importance of encouraging the original and self-motivated behaviour that is the creative potential of each child. We encourage experimentation and commend unique problem solving. The skills developed through art materials are both pre-writing and pre-reading skills. Through the use of scissors, paint & brushes, pencils, markers, crayons, finger paints & playdough - small motor skills are developed and eye-hand coordination is continually practiced.

Creativity integrates physical, mental, social and emotional growth. It is encouraged by a free, flexible and accepting environment.

The process is what is important here, not the finished product.

Dramatic Centre

All areas of a child's growth can be stimulated by dramatic play (cognitive, physical, creative, social and emotional). While selecting roles and props, children learn to make choices. Language skills, so crucial to concept formation are called for and practiced in dramatic play. A full range of feelings are expressed as the child plays with others.

We gain valuable insight into your child's behaviour as we watch them organize compromise, assume leadership roles and continue to learn about cooperative play.

Block and Construction Centre

This area allows children to build and discover balance, weight, height and depth. They learn to judge space and experience distance. They express their ideas, interpret what they observe and share their feelings. Woodworking is a creative medium that offers emotional release and opportunities to develop large and small muscle skills. The safe use of tools is of major importance.

Outdoor Experiences

Vigorous outdoor learning experiences appeal to the young child. Exercise is essential for good health, stimulates all vital processes, eating habits improve and the children rest more easily.

The goals for motor skills development are interrelated with goals for mental, social and emotional development.

Children run, ride bikes, talk, shout, laugh and sing outdoors with less restraint than may occur indoors. They use this time to make plans - sharing and other social skills develop. This change in environment will stimulate curiosity and exploration.

Our lab schools also engage in nature based learning, including perspectives on learning with and from the land.

Connections between cognition and physical and emotional well-being. Children thrive in programs where they can engage in vigorous physical play in natural outdoor spaces and playgrounds that present manageable levels of challenge. While these environments need to be safe, it is also important for them to provide children with interesting opportunities for a reasonable degree of risk taking. HDLH pg. 29

Emergent Literacy

Ample opportunity will be provided for the children to talk. Verbal labeling, descriptions of objects, events, differentiating, describing feelings, recalling experiences, singing, play with words, poetry, telling and reading stories, are all part of the learning experience. Our aim is to support your child in discovering that meaning can be communicated through pictures and words. For those who show an interest, we encourage the child to draw pictures and initially we label them. When your child is ready he/she may want to copy our phrases in her hand. At this level we accept your child's attempts without undue concern for handwriting.

With constant exposure to a variety of reading and listening materials growth towards standard spelling and letter configuration is fostered.

As your child's interest grows, they will want to write more, especially about personal experiences, and will want to share their writing with others.

We will incorporate these concepts by use of:

- Writing Stations
- Experience Charts
- Dictionary/Word Book
- Planning Board
- Clipboards, writing instruments and paper
- White Boards
- I-Pads

...through all of our everyday activities.

Puzzle Centre

At this centre the children are exposed to a constantly changing collection of puzzles and cognitive games all of which enhance the pre-reading program. This centre also challenges the children to work cooperatively.

Physical Education

Our aim is to develop a wholesome, enthusiastic attitude toward physical fitness. We will stress the development of basic motor skills relating to the child's awareness of space, balance, direction & coordination etc. A wide variety of equipment is offered.

Music

Through a variety of activities such as singing, playing, moving, dramatizing, creativity and listening, the children are encouraged to develop an appreciation of a variety of musical skills and materials. Enjoyment of music is our first priority.

Library

The children participate in library visits throughout the year.

We hope that in using the library, your child will learn how to care for a book, choose books to take home and how to return books on time. In choosing books for the classroom, we hope to foster an appreciation and enjoyment of prose and poetry through listening, discussion and dramatization.

We use a variety of storybooks to initiate child participation, values, feelings, and critical thinking and to develop imagination. We discuss our favorite authors and illustrators. We hope to provide enjoyable experiences with books and media (pictures, story tapes, videos) to encourage a lifelong use of libraries as a source of information and pleasure.

Electronic Media/Internet Usage

Periodically movies are used to support the children's learning and are relevant to their interests. Any movie shown will have a "Family" or "G" rating. Families/guardians are given advanced notice and an information sheet will be posted with specific details (i.e. movie length, title, connection to current curriculum, date of viewing etc.) Movie usage is a maximum of 90 minutes per month, per child. Children who do not wish to watch the movie will be offered alternate activities.

Electronic media are used by Staff and children to extend topics of interest. Educational games are rated "E" for everyone. All Electronic Media/internet usage is monitored by the Staff.

Social Media

For the protection of everyone, we ask that there be no social media interactions between Staff, families and students. Some examples of Social Media Outlets: include Facebook, Twitter, Instagram and Skyping. This is implemented because these are personal outlets and are not professionally appropriate forms of communication between families and Staff. If you do have information you would like to share please feel free to exchange your email address and communicate that way!

Summer/Smog/Winter Weather Conditions Policy

Summer Weather Conditions

Outdoor playtime will be cancelled under the following conditions:

- Outdoor temperature is 31°C or higher.
- Humidex is 40°C or higher.

The air quality health provides a number from 1 to 10+ to indicate the level of health risk associated with local health quality.

Air Quality Index:

1-3	Low health risk
4-6	Moderate health risk
7-9	High health risk
10+	Very high health risk

Restricted outdoor playtime for no more than one hour at a time:

- Children will have access to drinking water at all times during outdoor playtime.
- When the UV rays are High (at levels 7 or above) outdoor play will be restricted to **before** 11:00 a.m. and **after** 3:30 p.m.
- The Manager or the Staff designate will check temperature, humidex and air quality at 8:30 a.m. and 2:30 p.m. at Environment Canada Weather Report website www.weather.gc.ca or call Air Quality Index hotline 3-1-1 (in Toronto City limit) or 416-392-2489.

Winter Weather Conditions

Outdoor playtime will be cancelled under the following conditions:

- Outdoor temperature is colder than -20°C with or without a wind chill
- The Manager or the Staff designate will check temperature at 8:30 a.m. and 2:30 p.m. at Environment Canada Weather Report website: <https://www.theweathernetwork.com/ca/alerts/high-alert/ontario/toronto>

Water Safety

The following WATER SAFETY BEST PRACTICES is an amendment to the memorandum that was sent to all childcare operators regarding water safety for children from the Ministry of Education on April 29, 2013

WATER SAFETY BEST PRACTICES

1. George Brown College lab Lab childcare Centres support play-based learning and sensory exploration utilizing **on premise splash pads, sprinklers, hoses or water-tables** under close supervision of adults at all time.
2. Any recreational in-ground / above-ground swimming, portable / “kiddie” / Inflatable wading type or hydro-massage pools WILL NOT be used on the premise. Children will not be permitted to use or access to any standing bodies of water (e.g. ponds).
3. If children from our lab Lab childcare Centre attend and use public pools (e.g. for swimming lessons), they will be using regulated “public pools” (see the Health Promotion and Protection Act and Regulation 565 (public pools) where:
 - there is a qualified life-guard(s) on duty at all times in accordance with Regulation 565
 - the rules of the public pool are followed
 - the children are accompanied and directly supervised by adults at all times
 - (e.g. a person who is 18 years or older
 - Ministry of Education ratios are enhanced
 - families/guardians are advised of the field trip and have signed a consent form
 - all Staff accompanying the children will be encouraged to familiarize
 - themselves with basic water/swimming safety tips.

E-cigarettes, smoking and vaping Policy

George Brown College Lab School Lab ChildCare Centres comply with the requirements of the Smoke-Free Ontario Act, 2017 **and Section 40 of Ontario Regulation 137/15 under the ChildCare and Early Years Act, 2014 (CCEYA)**. This prohibits the use of e-cigarettes, smoking and vaping of medical **and recreational** cannabis and smoking tobacco in our lab schools and playgrounds.

Procedure:

- Childcare Staff, families, students, volunteers and visitors are advised that e-cigarettes, smoking and vaping of medical **and recreational** cannabis is prohibited and are notified through the use of posted signs and orientation to the centre.
- Staff sign off on their annual policy review

Emergency Management Policy and Procedures

All George Brown Lab childcare Centres have clear policies and procedures that support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

Procedures:

- The Manager or Designate will notify families/guardians of the emergency situations and that the all-clear has been given.
- Where disasters have occurred that did not require evacuation of the Lab childcare Centre, the Manager must provide a written communication or email notice of the incident to the families/guardians. In some circumstances, families will be approached individually.

If normal operations do not resume the same day that an emergency situation has taken place, the Manager must provide families/guardians with information as to when and how normal operations will resume as soon as this is determined.

Short-term evacuation address	Long-term evacuation address

Nutrition

Our role is to ensure that the children in our childcare lab schools receive nutritious meals and snacks and are given the opportunity to enjoy new foods that will help them establish since good eating habits. We offer foods that their bodies can use as raw materials nutrition is essential for growth, fuel for energy, and vitamins and minerals that keep their body healthy and functioning properly. The foods selected promote good health through a variety growth and development, it is an important and intrinsic part of textures, tastes and smells. The medley of food for the meals includes all the 4 food groups (vegetables & fruits, grain products, milk and alternatives and meat and alternatives).

Complete weekly menus are posted outside of the kitchen area for the current and following week and are kept our program. All snacks and meals are based on file for 30 days. The preparation of menus follow closely the guidelines from the recommendations of Health Canada's the Canada Food Guide and reflect the childcare and Early Years Act Standards to determine the portion sizes for different age groups. Menus also and are made up of menus that are low in sugar, salt, and food additives. We are proud of our menus that reflect cultural diversity of our childcare centres and our society at large. Both fresh and frozen foods are served and meals and snacks are sugar free, low sodium content and low in fats. The menus are reviewed annually by a registered dietician and a letter from the dietician is posted for viewing. Lab childcare Centre and our society at large. All of our centres do not serve foods with nuts or nut products.

The childcare provides a morning snack and, a hot lunch, an afternoon snack and a late snack offering. Morning snack usually consists of whole wheat bread, a protein source, fresh fruit and water and milk. Lunches include a protein source, whole grain, two or three servings of vegetables or fruit and milk. Afternoon snack might consist of baked goods such as zucchini loaf or cornmeal muffins etc., which are sweetened with molasses or honey, fruit is served along with water. The weekly menus are posted on the bulletin board outside the food preparation area.

Children are encouraged to While at the Lab childcare Centre, children acquire attitudes towards food from their educators and mealtimes provide an occasion for children and Staff to converse in a relaxed atmosphere. Staff acknowledges that every child is an individual and the amount of food they require will vary. Children are offered child-size servings at the main meal and snacks and they are given the autonomy to manage their food, making them more likely to eat.

Our lab schools promote food sensory exploration and literacy with children. This involves using all the senses in the exploration of food, pairing it with a variety of learning experiences., which include, songs, books and creative expression.

taste all foods presented to them, and they may have as many servings as they wish. Educators make each meal a pleasant and healthy experience by sitting with the children at the table to support socialization, monitor their food intake, ensure children are taking small bites and acting as a role model. Food experiences are an

exciting way to learn new concepts, vocabulary, develops small motor skills and heightens their sense of touch, taste and smell.

Long term, we hope to encourage their understanding of the role food plays in good health so that children they develop sensible eating habits. All information regarding food restrictions, allergies etc... are posted in all playrooms as well as the food preparation area.

Food is either prepared on site or provided by a certified Catering Company and is prepared/served by a Staff with a Food Handlers Certificate. At least one other Staff on site has their Food Handlers Certificate.

Infants

When children enter the childcare as young babies, they are normally on formula or breast milk. If the baby is or has been breast fed, it is important that he/she be introduced to the bottle before he comes to childcare so he will accept it from Staff members. We encourage the continuation of nursing even after the child has entered childcare. We will attempt to accommodate mothers wishing to continue a nursing schedule at the Centre.

The introduction of solid usually occurs at three to six months of age, on the advice of the child's physician. The doctor may recommend the sequence and introduction of various solids. Families are asked to bring in their own formula, pabulum. These must be clearly labeled with the child's name.

At seven or eight month of age, the infant is usually sitting well and has been introduced to a fairly wide range of foods. At this point he/she is usually ready to sit at the table and have blended childcare foods. To support self-feeding we provide finger foods and encourage the use of a Sippy cup.

For families' information, fluid and solid intakes are recorded on the infant charts. Families may want to consult with the Staff first thing in the morning to discuss the day menu for their child.

Older Children

The childcare provides a morning snack, a hot lunch and an afternoon snack. Morning snacks usually consist of whole wheat bread, a protein source, fresh fruit, water or milk. Lunches include a protein source, a whole grain source, two or three servings of vegetable or fruit, as well as milk.

Afternoon snacks usually consist of muffins or fruit bread, fresh fruit or vegetables and milk. Meals are prepared fresh each day.

The menus consist of a seasonal schedule and are rotated throughout a six week period. The weekly menus are posted close to the food preparation area.

Children are encouraged to taste all foods presented to them, and they may have as many servings as they wish. Mealtimes are a pleasant event at the Centre. Food experiences are an exciting way to learn new concepts. They are filled with new vocabulary and children develop their fine motor skills and their sense of touch, taste and smell.

Long term, we hope to encourage their understanding of the role of food in good health so that they can develop sensible eating habits. All information regarding food restrictions, allergies, etc. are posted in all playrooms and in the kitchen.

Health Policies

All Staff have Standard First Aid Training and are trained in CPR. In the event of an accident or extreme illness, the Centre will use Sick Children's Hospital Emergency Unit and the families will be notified immediately.

In the best interests of your child and other children at the childcare, he/she should be kept home when they have any of the following symptoms:

Any illness that hinders the child's day to day functioning:

- earache
- discharge from eyes or ears
- swollen neck glands
- fever
- digestive upset - vomiting or diarrhea
- unexplained rash or skin eruptions accompanied with a fever
- or when diagnosed with a communicable disease e.g. Strep throat

When your child is ill and cannot attend Childcare, we ask that families inform us by phone. If your child has been diagnosed with a communicable illness, it is important that you contact the Centre immediately. We also suggest that families prepare and arrange for emergency backup Childcare in anticipation of these situations.

Should your child require medication when he returns to Childcare, families must fill in a Medication Permission Form. A doctor must prescribe all medication. As per the Child and Early Years Act, we are not permitted to give over the counter or fever masking medications i.e.: Tempra, Tylenol, cough syrups, etc. **Tip:** Asking your pharmacist to divide the prescription into 2 labeled containers makes it easier to administer medication both at home and at the centre without having to transport medication back and forth.

Trip Policy/ Activities off the Premises

Our program is enhanced when it reflects the resources and interests that are unique to our area. We feel the optimum learning environment is one that integrates the playroom with the school, the home and the community. Therefore, during the year, we try to take several trips a month to places of interest. Some are short neighborhood walks while others require transportation. We require families to sign a trip consent form when they register at the Centre. All families will be notified about upcoming trips and are welcome to accompany children on outings. They will be required to read and sign off a Volunteer Policy prior to participating in the trip in order to ensure the safety of all involved. (Please note if you want to volunteer, you will be asked to provide a Clear Criminal Reference Check).

Philosophy

We believe that our program is enhanced when it reflects the resources and interests that are unique to our area and families. We believe the optimum learning environment is one that integrates the playroom with the home and community. Therefore, field trips can be rich learning opportunities when they are relevant to the children's interests and meaningful to the children's particular stage of development. We require families to sign a trip consent form when they register at the centre. All families will be notified about upcoming trips and are welcome to accompany children on outings. They will be required to read and sign off a volunteer policy prior to participating in the trip in order to ensure the safety of all involved. (Please note: If you want to volunteer, you will be asked to provide a clear Criminal Reference Check).

Ratios

Staff is acutely aware of the importance of adequate coverage on all trips. The normal ratios will be augmented with students, volunteers, and families. Whenever there is inadequate supervision the trip will be cancelled.

Identification

Each child is required to wear identification such as a safety vest to maximize visibility as well as to identify the centre's name and telephone number.

Parent Participation

Families are always welcome to accompany the Staff and children on a field trip. Families will only be responsible for their own child when on the field trip unless a Vulnerable Sector Screening has been completed and a copy has been made available to the centre's manager as per the requirements of the Ministry of Education.

Preparation for the Trip

All fieldtrips and excursions must be pre-approved by the Manager.

- A great deal of thought is given to the trip destination. The suitability of a trip site must be carefully considered. There must be shady areas for rest periods and accessible washroom facilities. The amount of walking must be appropriate to the age of the children. Strollers may be taken to alternate children when necessary.
- Families must be informed of the trip in advance.
- A first aid kit will accompany each group of children.
- Each group will carry the emergency sheet for each child and Staff who goes on the trip.
- Staff carry documentation of food allergy and food restriction list of children's names.
- Necessary extra clothing and diapers will be taken.
- The Centre cook will prepare a picnic lunch if required. The necessary food will be carried in a thermal bag to maintain it at the proper serving temperature.
- Staff will survey the area to identify any possible hazards (i.e. stairs, escalators, water, etc.).
- Centre Managers will accompany the Educators and children on any trip involving swimming in large water facilities or lakes.
- Staff will ensure that all children are appropriately dressed for the weather (i.e. sun hats and sunscreen in the summer, hats, mitts, and scarves in the winter, etc.).
- Once the destination has been reached, a meeting spot will be arranged in the event that the groups get separated.
- In the event of extreme weather (cold, heat, humidity, or air quality), the trip will be rescheduled.
- A cell phone will be taken on the trip.

Traveling by School Bus or T.T.C.

George Brown College Lab childcare Centres require that the buses being used for field trips have seat belts.

1. The bus will be boarded only when the bus driver is present.
2. Children must be counted before the trip, whenever changing locations, during the trip and before returning to the centre.
3. While on the bus, children must wear seat belts, are to be seated with their backs against the seat and are not permitted to stand or kneel.
4. If at any time there is a dramatic change in weather, or an unsafe situation arises the bus driver will be notified if he/she is at the location, or the manager will be notified and arrange for pick-up.

5. Subways should be used with extreme caution. Trips using subways should have high adult/child ratios. If the subway is used, children will wait for the train at the yellow Designated Waiting Area with their backs to the platform wall. This is also where they will board the train so the signal person can clearly see the Staff and children.

Walking Trips

1. Children in strollers must always be secured with their shoulder and lap belts.
2. When crossing a street, driveway, or alleyway, Staff must always lead the stroller by walking in front to check for traffic first before crossing.
3. When walking with the children, keep to the inside of the sidewalk whenever possible.
4. Staff will wait for the beginning of a green light before crossing the street, and will be aware of the lights in the community that change quickly. When crossing at lights or crosswalks, Staff should be aware of sirens that indicate emergency vehicles and yield as needed.
5. When approached by strangers on a walk, Staff is to be polite, but continue with their walk. Children's photos are not to be taken by strangers and no one is to accept food when away from the Centre.
6. Whenever possible, walking routes are planned to avoid main thoroughfares or busy streets. In the case of air quality warnings and/or extreme weather, either very hot or very cold, trips or walks are to be shortened or cancelled.
7. Walking routes **must** be recorded in the daily log. A map indicating the route is helpful.

Things to Remember When Preparing for a Trip

1. Choosing the Trip

- Consider interest and developmental levels of the children in the group.
- Are there appropriate activities to involve the children?
- Is the environment safe?
- Are there any difficulties presented by transportation to the site?
- Has at least one Staff person visited the site before the trip?

2. Preparing the Families

- Give the families advance notice of the trip verbally and in written form.
- Families will sign to authorize their child's participation in the trip.
- Explain how the children will be transported and what activities they will engage in during the trip.
- Invite families to accompany their child.

3. Preparing the Children

- Curriculum must provide a context for the field trip.
- Children must be prepared through the curriculum for where they are going and what they might see.
- Children will be divided into small groups and each Staff must be aware of the number in their group.
- Encourage children to discuss what to expect on the trip, as well as involve them in problem solving regarding safety and emergency situations.
- Ensure that the children know their names and where to find the centre's name and phone number.
- If a child with special needs has some distinguishing feature, integrate that feature into the trip activities. For example, a child who needs to be carried in a wagon: take two wagons so that other children may take turns in the wagon.

Emergency Measures

Injured Children

1. One Staff will call an ambulance and the centre to report the incident. The manager will contact the families immediately and meet the families at the hospital.
2. One Staff will stay with the injured child and administer first aid. If necessary, they will accompany the child to the nearest hospital with the child's emergency information.
3. The remaining children should be kept as calm as possible and be reassured about the situation; they should return to the centre as soon as possible. The bus will be arranged to take the children back to the centre.
4. Serious Occurrence procedures will be followed (if applicable).
5. The above procedure would apply to a Staff person if injured on a field trip. Emergency phone numbers for Staff should be taken on field trips.

Lost children

1. Staff should remain calm. Keep the group together while one Staff person retraces the steps.
2. Advise all Staff that a child is missing.
3. After a thorough check of the area, if the child is not found, call the police.
4. Call the manager at the centre. Manager will notify the parent and follow Serious Occurrence Protocol. Director of School of Early Childhood , George Brown College will be notified.
5. Report as a Serious Occurrence through CCLS.

Sick Children

1. Staff will take a health assessment of the children on a daily basis.
2. Staff will determine the health and readiness of the child before he/she goes on the trip.
3. If a child becomes ill on a trip, a Staff will comfort and rest the sick child.
4. One Staff will call the manager, who will contact the child's families and/or arrange for the child to return to the centre

Trip Checklist

- The Manager has been informed of field trip/ excursion
- All children leaving the centre are wearing identification (name tag, button, T-shirt, safety vest).
- Staff document the description of child's clothing form, photo copy it and leave the original with the manager.
- Parent permission forms have been signed before the trip for each child.
- We have lunch and water if necessary.
- We have emergency cards for each child and Staff.
- We have a first aid kit for each group, money, and a cell phone.
- We have a list of food allergies and restrictions.
- We have a change of clothes and diapers if necessary.
- We have taken attendance, counted the children before leaving the centre, and again once they have boarded the bus.
- We have counted the children each time we changed locations (e.g. picnic tables to the park).
- We have counted the children again upon re-boarding the bus.
- We have called the centre to inform the manager that we will be returning later than planned, or to inform of any accident or incident.
- We have counted the children upon returning to the centre.

Helpful Hints for Families and Volunteers on Field Trips

Let your child's educator know one week prior to the trip if you'll be able to attend.

The Staff will know how many TTC tickets to buy, how much money will be needed for costs (i.e. admission, drinks, etc.), and the Staff will be able to determine in advance if there is a sufficient amount of adults in order to ensure the safety of the children on the trip.

The Ministry of Education requires families to have a Police check done for volunteers in order to accommodate more than their own child on a field trip.

Check with Staff before the trip to see if you need to bring any special equipment or dress (i.e. comfortable clothing, bathing suit, walking shoes, etc.).

Wear appropriate clothing and footwear for the weather and field trip location.

Come prepared to be in charge of your own child and possibly one other.

Our goal is that you share in the field trip experience with your child within the group. Additional adults also enhance the adult-child ratio and ensure that all children get their immediate needs met in a timely fashion.

If you have any food restrictions or allergies, be sure to let the Staff know as soon as possible.

The Lab childcare Centre provides packed lunches for the people going on the trip, and will be able to inform you of the menu that day. If your allergies are very specific, you may need to bring your own lunch.

Please remember that treats for your child should not be given during the field trip.

Some children have specific allergies, and the Lab childcare Centre packs a nutritionally balanced picnic lunch that takes allergies and food restrictions into account. If your child receives a treat that is not shared by the others, the rest of the children will not understand, and it may pose a health risk for you to bring treats for the group.

All children must be supervised within a pre-planned area, and not taken to another place during the field trip.

Staying with the group is a safety issue, as all children must be accounted for at all times. The children also find it confusing if they know that some children are allowed to play in an area to which they are not given access.

It is important to keep both hands free so that the adult can attend to any child in need.

Some of the children do get tired and would like to be carried, but when you have two children under your supervision, this becomes a safety issue.

Arriving a bit earlier than the departure time is always helpful.

Sunscreen, extra clothing, and packing the picnic lunch takes time and organization. Any assistance is welcomed.

If you know in advance that you will be leaving the group early and not coming back to the Lab childcare Centre, please pre-arrange this with the educators.

In order to ensure safety, a high ratio of adult to child is needed, especially on the trip back to the centre when the children are fatigued. Before the trip is undertaken, the Staff must be sure that they will have a sufficient number of adults to assist with all parts of the trip.

Smoking is not permitted while on field trips.

In order to ensure consistency, we ask that families follow the Staff's lead with regard to behaviour guidance.

In School Visits

During the year we invite interesting visitors to the childcare to discuss their jobs, exciting hobbies that support our monthly enrichment curriculum experiences.

Pick Up of Children

It is essential that the Educators and Manager be informed of the individuals authorized to pick up each child. Children will not be released to anyone without written or verbal authorization. Please let Staff know if your child will be picked up later or earlier than usual and indicate so on the daily chart.

Family Communication

Ongoing communication is the essence of a good relationship between the family and the childcare. It is only by working together that we can provide the best environment for your child.

Educators are available at the beginning and end of the day for communication regarding your child. More formal interviews are set up once a year and certainly upon request. We encourage your participation in our program.

George Brown College uses the communication tool 'Storypark' it is an app that helps educators share observations of the children that are made on a daily basis. The observations include pictures that highlight the skills and domains that the children are exhibiting and working on.

The manager writes and distributes a monthly newsletter that may include information about children's activities, upcoming events, and other information related to child development.

Throughout the year, a few parent gatherings are held to discuss areas of interest, i.e. Behaviour management, sleep difficulties, childcare programming etc. We hope you will join us!

In order to facilitate communication between parent and Staff on a daily basis, Infant, Toddler, and Preschool children have a chart which is filled out with information regarding the child's eating, sleeping, toileting, behaviour and activities during the day. It is essential that Staff be able to locate families should an emergency or illness arise during the day. An alternate phone number should be recorded on the chart if you are not available at your usual number.

Please discuss with your child's teacher any events that occur in the home that may affect the child at school - a death in the family, the impending birth of a child, an extremely frightening experience, a remarkable achievement, etc.

Families/family members are invited and encouraged to visit the playrooms to share stories, snacks, cultural traditions, special talents or other learning experiences with the children. Social events (potluck dinners, Kindergarten graduation) are held throughout the year and families are encouraged to participate with their children.

At no time in a child's life is a close relationship between home and school more important than during these early years. Families will be given ongoing support by Staff that is empathetic and non-judgmental. We hope that we will become an integral part of each child's extended family.

Observations of the children are made on a daily basis and are relayed to the families via email through online documentation tools. The observations include pictures that highlight the skills and domains that the children are exhibiting and working on.

Parent Advisory Committee

The Parent Advisory Committee is represented by families, workplace partners and George Brown College Staff. The purpose of the Parent Advisory Committee is to provide and review information regarding the operation of the Lab childcare Centre.

Child Abuse

Child abuse comes in many forms they include physical, mental, emotional, sexual abuse and neglect. Failure to protect a child from abuse or to seek the necessary treatment for an abused child is also a form of abuse. All Staff, families and students must adhere to child abuse regulations concerning corporal punishment, deliberate harsh or degrading measures used that would humiliate a child or undermine his/her self-respect as outlined in the George Brown College Child Abuse Policy. Staff is therefore legally obligated to take a child's allegations or signs of abuse seriously and to report any such disclosure. Once a report has been made Staff follow directions of the protection agency.

Section 68 (3) of the Child and Family Services Act States that:

“Despite the provisions of any other Act, a person (individuals who perform professional or official duties with respect to children)... who, in the course of his or her professional duties, has reasonable grounds to suspect that a child is or may be suffering from or may have suffered abuse, shall forthwith report the suspicion and the information on which it is based to a society.”

Protection from liability

All persons making a report of suspected child abuse are protected against civil action, unless that person is proven to have acted...“maliciously or without reasonable grounds for the belief of the suspicion...”
(C.F.S.A.72 (7))

Duty to report

In accordance with the *Child and Family Services Act*, it is the responsibility of every person in Ontario, to immediately report to a Children's Aid Society if she/he believes that child abuse has occurred or if there is a risk of abuse, (C.F.S.A. 72(2)). In Ontario, a person is a child from birth until his or her 16th Birthday.

The legislation places additional responsibility on individuals who perform professional or official duties with respect to children, to report his/her suspicion of child abuse or risk of abuse to a children's Aid Society. This includes any operator or Staff of a day nursery (C.F.S.A. 72(3)).

Donations

Donations are always welcome. Please discuss any donations with the Manager.

Closing Comments

In closing, we welcome you to our program and hope your association with our childcare Lab School at George Brown College will be a positive, growing experience for you and your family.

Information Page

Gerrard Resource Centre

416-922-2977

Toronto Children's Services (childcare Subsidy)

2700 Eglinton Avenue West, Lower Level

Toronto, Ontario

M6M 1V1

416-392-3314

Subsidy Hotline: 416-392-KIDS (5437)

Poison Information

416-598-5900

CDI (Child Development Institute)

416-922-2977

On-Line Resources:

[How Does Learning Happen? Ontario Pedagogy for The Early Years](#) (PDF)

[Childcare Information for Families](#)

[Think, Feel, Act: Lessons from Research About Young Children](#) (PDF)

George Brown College Early Years Lab School Program Statement



Both our program philosophy and our program statement are aligned to the vision in *How Does Learning Happen?* (2014); Ontario’s pedagogy for the Early Years, in which children are viewed as “**Competent, Curious, Capable of Complex Thinking and Rich in Potential.**” The resource outlines four foundational conditions that are important for children to grow and flourish, and serve to inform the following program goals and implementation strategies in our Lab School Early Years Programs. This statement serves as a policy to inform our practice with children and families.

Belonging: Every child has a sense of belonging when he or she is connected to others and contributes to their world.

Well-being: Every child is developing a sense of self, health, and well-being.

Engagement: Every child is an active and engaged learner who explores the world with body, mind and senses.

Expression: Every Child is a capable communicator who expresses himself or herself in many ways.

We engage in the following **Pedagogical Approaches** to support the key foundations for learning across all our programs:

*Responsive Relationships
Educators as Co-Learners
Pedagogical Documentation*

*Learning through Exploration, Play and Inquiry
Environment as the Third Teacher
Reflective Practice and Collaborative Inquiry*

Well-Being Goal:

Promote the health, safety, nutrition and well-being of the children

Program Expectations:

- Early Childhood Programs nurture children's healthy development, well-being, and support their growing sense of self.

Strategies for Implementation

- Engage in continuous supervision supporting exploration, well-being and safety
- Provide healthy, culturally diverse meals and snacks-establishing positive eating environments that are responsive to children's cues of hunger and fullness E.g.- Children are encouraged but not forced to taste and try new foods and children's individual needs, eating habits, family preferences are respected.
- Plan opportunities for children to implement food experiences; and practice and master self-help skills –i.e. During small groups children are encourage to take turns, waiting, etc., during meal times children have opportunities to serve snack and lunch, i.e. Pour milk, water, scoop from serving bowl to their plates, scrap their plate, etc.
- Plan for the use of time schedules and routines that are organized to facilitate development
- Plan for flexibility in the daily schedule and routines – considerations to ensure the group and the individual child(ren)'s needs are met
- Provide opportunities and time to practice self-help and care skills. During routines children are encourage to be independent: e.g. Children dress themselves; serve themselves snack and lunch.
- Design environments, schedules and routines that are responsive to children need for rest and renewal.
- Respond in a sensitive and supportive manner to individual child's sleep patterns
- Provide cozy areas e.g.- stimulus shelter area, tent and soft areas which may include pillows, cushions, fabrics, soft toys, where children may retreat from the stimulus of the large group
- Provide for primary caregiving – i.e. transitions, routines and activities are structured and facilitated in small groups (washroom, in-outside times, snack and lunch, etc.)



Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day and give consideration to the individual needs of the children receiving care

Program Expectations:

- Providing regular daily opportunities (responsive to individual capabilities) for children to be physically active and explore the world around them with their bodies, minds, and senses.

Strategies for Implementation:

- Provide regular daily opportunities for children to be physically active during both indoor and outdoor play times. **(one hour of scheduled outdoor time both in the morning and afternoon)**
- Plan for outdoor experience that promote movement and creativity.
- During increment weather conditions, when children cannot play outdoor alternate gross motor activities/experiences are provided
- ECE follows the pedagogical principles and practices of “Child-based emergent curriculum” when designing the play environment for both indoor and outdoor play. E.g.- children have opportunities to choose their play focus during free-play times
- Design environments, schedules and routines that are responsive to children need for rest and renewal. **Infants rest as needed; toddlers and preschoolers typically rest for up to 2 hours following lunch.**
- ECEs facilitate individual children’s learning by using a variety of teaching strategies. E.g. Asking open-ended questions, encouraging risk taking within a safe environment, providing materials to encourage problem solving and divergent thinking and to gain increased competence



Well-Being Goal: Support children's ability to self-regulate.

Program Expectations:

- Nurture children's growing abilities to self-regulate (manage emotion, behaviour and attention) and support resiliency and children's coping and competence.

Strategies for Implementation:

- Build secure relationships and provide responsive environments
- Recognize and respect children's strengths, capabilities and efforts
- Provide stable routines and predictable environments
- Respond appropriately to child's needs and remain emotionally available "I see you are upset, I am coming to help you"
- Engage in responsive interactions as a base for secure relationships
- Manage stimulation: reduce stress, minimize transitions, reduce visual clutter; minimize excess "noise"
- Establish clear limits in the context of warm relationships; give positive alternatives to inappropriate behaviour
- Reduce stress; minimize transitions
- Support children's developing abilities to exchange points of view
- Accept a full range of emotion and expression
- Model coping and impulse control, "This is frustrating, I am sure if I take my time I can figure this out"
- Acknowledge and respect cultural and family approaches to managing emotions



Expression Goal:

Support Positive and responsive interactions among the children, families, and Staff

Program Expectations:

- Create a sense of belonging and acceptance where every child experiences a feeling of being valued by others.
- Model acceptance, respect and flexibility in interactions with children, families, colleagues, and student learners (ECE students in field placement)

Strategies for Implementation:

- Recognize the rights of the child
- ECE observe and respond to individual child's needs
- ECE create a warm, welcoming and inclusive environment – i.e. Displays reflect the children, families and the program community
- ECE greets and acknowledges families during drop off and pick up times
- ECE view families as partners in their child(ren)'s education by engaging them in daily dialogues regarding their children's learning and development
- Families are encouraged to participate in program at any and all times of the day. E.g.- Open-door policy within the centre
- Children who have been identified with different abilities are supported by a team including childcare ECE and managers as well as family caregivers and Resource consultants (speech & language and developmental, physiotherapy, etc.)
- ECE greets and welcomes children and families by their first names to colleagues and student learners and other professionals
- ECE facilitates an ongoing open and positive environment where children and adults in the program comfortably engage with each other
- Model and engage in a manner that demonstrates the “reciprocity of learning” – we learn with and through families and each other
- Reaching out to families- helping families make connections to informal and formal supports (e.g. community agencies) and other families in the program, community and support networks
- ECE document children's development and learning using the online documentation tool to inform the curriculum and, families are encouraged to share their observations of their child's development using the same online tool.



Expression Goal:

Encourage the children to interact and communicate in a positive way.

Program Expectations:

- Create learning environments and caring communities where children play collaboratively, interact and participate together in the daily routines and program leaning experiences.

Strategies for Implementation:

- Support the child's use of language to express feelings, regulate emotions, understand rules and limits
- Act as a coach to help children find the right words when interacting with others eg. Supporting peer group entry
- Listen and respond to individual children's needs; being present and in the moment
- Provide opportunities for the child to make thoughtful choices and communicate them
- Support children in: identifying their own emotions and the emotions of others
- Support children's skills in making friends by helping children listen to and express themselves to one another
- Model empathy and other positive prosocial dispositions



Engagement Goal:

Foster the children's exploration, play and inquiry, providing for child-initiated and adult supported experiences

Program Expectations:

- Create play opportunities that evolve from the child's natural curiosity leading the child to: initiate experiences, generate ideas, plan, and problem-solve, make choices, demonstrate excitement and joy.

Strategies for Implementation:

- Implement a **play based emergent curriculum** approach in all programs
- Utilize a small/split group approach
- Explain the role of play in early learning and development to families and community partners. Eg. Share resources; post Learning Stories
- Take an active role in play with the children, follow their lead, and scaffold their learning
- Promote play that offers challenge and that is within the child's capacity to master
- Create opportunities for play where the child can learn, practice and extend their skills- open ended materials that nurture children natural curiosity and facilitate exploration to include: print rich playrooms, natural materials, and loose parts
- Promote play as a platform for literacy, numeracy and inquiry
- Promote child's pretend play as a primary mode of learning
- Use a range of strategies in play to help extend thinking and learning



Engagement Goal:

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

Program Expectations:

- Program encourages and amplifies families involvement in their child's learning and development

Strategies for Implementation:

- Invite families to share information about home life; child rearing and cultural practices and beliefs, and goals for their children
- Engage in meaningful, daily exchange with families: share in discussion about child's learning and development
- Share and communicates observations as a basis of curriculum planning and implementation
- Celebrate children's learning with families eg. Learning stories, portfolios, shared documentation, during day-to-day contact and via email
- Review child's developmental progress with families
- Invite families to discuss the learning that happens at home
- Provide opportunities for families to be involved in the program e.g., include families ideas in curriculum; participate in program; engage families to sit on advisory committees
- Share and disseminate current research with families



Belonging Goal:

Plan for and create positive learning environments and experiences in which each child's learning and development are supported and which is inclusive of all children, including children with individualized plans.

Program Expectations:

- Base curriculum planning and implementation on:
 - knowledge of children and their development
 - specific knowledge of children in the program; individual needs, interests, approaches to learning
- Plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans
- Create programs that are culturally responsive and inclusive

Strategies for Implementation:

- Plan and implement curriculum in social, emotional, cognitive, language and physical domains for both indoor and outdoor experiences
- Plan curriculum using a variety of strategies that include hands on concrete experiences
- Engage in ongoing observation of play, exchange of information with families to inform curriculum planning
- Use a variety of methods to document learning (e.g. learning stories and portfolios and online documentation tools)
- Plan and adapt curriculum; create learning goals for individuals and the group
- Plan and create learning environments for the full participation of all children that include adaptations for children with special needs (e.g. left handed scissors, chubby markers, etc.)
- Set up learning environment with books, print materials and other
- Artifacts in French, Indigenous and children's home languages that respect and promote diversity through anti-bias lens.



Belonging Goal:

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

Program Expectations:

- Connect community partners to the program and its many stakeholders

Strategies for Implementation:

- Engage community partners/agencies to exchange and provide resources and services to families in the program e.g. resources for supporting children with special needs
- Provide linkages to programs such as; library, newcomer associations, parenting and community centres to support family engagement in local activity.
- Staff engage in school wide committees and activities that support a collaborative approach to working together in local public school programs.
- Lab school Staff and faculty participate in a variety of local planning and stakeholder tables and committees to share respective points of view ensure that planning reflects the interests and needs of the families we serve.



Belonging Goal:

Support Staff in continuous professional learning and reflective practice.

Program Expectation:

- Program demonstrates a commitment to supporting the principle that knowledgeable, reflective and responsive educators are essential to a quality program.

Strategies for Implementation:

- Staff engage in dialogue to review research and integrate theoretical frameworks and their own daily experience to guide their interactions with young children and families
- Individual Staff are supported to access a range of professional development opportunities including continuing their education. These experiences are shared with the team
- Full time Staff have a minimum of 3 Professional development days per year to support their continual professional learning
- Individual Staff create portfolios which serve as a framework for reflection & self-awareness. Professional learning goals are reviewed and supported via the annual performance appraisal meetings.
- School of Early Childhood provides a structure to support professional learning by:
 - Sharing of program observations provides critical reflection for the Staff teams
 - Facilitating age related curriculum meetings provides opportunities for collaborative inquiry and reflective practice.
 - Engaging faculty and Staff in program wide conferences and P.D. days
 - Hosting the “Community of Practice” to engage in exchange of ideas with the broader sector
 - Supervising students, in the Lab School experience, enables reflection and learning for both student & cooperating ECE



Goal:

Document and review the impact of the program goals.

Program Expectation:

- Quality early childhood settings use ongoing assessments and systematic evaluation to :
 - a) Evaluate program quality to set goals and objectives that support continuous improvement
 - b) Monitor and review policies that ensure all Staff and volunteers are in compliance with legislative requirement to include behaviour management.
- To ensure a child's safety and well-being and to foster social and emotional development, it is necessary at times to impose limits or set standards of acceptable behaviour. Adults are guided by the knowledge and understanding of a child's growth and development, as well as an understanding of the individual child.
- There are some situations where behavioural intervention by the adult is necessary. It is essential that acceptable strategies for behavioural intervention be clearly stated, understood and implemented.

Strategies for Implementation:

- Centre reviews and implements ongoing communication strategy with families pertaining to learning and development to include:
 - use of observations and other tools to assess children's progress and set learning goals in consultation with families
- Use family questionnaire to attain feedback of effectiveness of program and areas needing improvement/attention
- Participation in Toronto Children's Services quality assurance assessment. Results enable Staff team to look at areas needing strengthening.
- Program plans document how philosophy is translated into action
- **Staff, volunteers and students review and sign off annually to indicate that the program statement is implemented to guide their practice in the program**



Staff are prohibited from the following: (under the regulations from the childcare and Early Years Act 2014)

- 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 Lab Lab childcare 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.

Engaging in any of the above behaviors is in direct violation of the behaviour guidance policies and as such educators, Staff and students will be subject to our progressive discipline policy

The College Collective Agreement provides for progressive discipline. A serious incident demonstrating gross misconduct may preclude the series of steps and time frames described in the policy and may result in immediate termination.

Appendix A



Child's Name: _____

Childcare Centre: _____

I agree to abide by the food restrictions of the _____ Childcare Centre they are the following:

All items need to be labelled with child's name and date, prior to bringing them into the centre.

I will be providing my child with _____.

Ingredients are as follows: _____.

If sending in prepackaged food items, they come in the original packaging and that they contain the appropriate ingredients.

Please note that we are a Nut Free environment.

Signature:

Date:

Revised: February 2023